

**THE INFLUENCE OF USING SNAKES AND LADDERS TOWARDS  
STUDENTS' PRESENT PERFECT TENSE MATERY AT THE FIRST  
SEMESTER OF THE TENTH GRADE OF SMAN 1 BANGUN REJO  
CENTRAL LAMPUNG IN 2017/2018 ACADEMIC YEAR**

A Thesis

Submitted as a Partial Fulfillment  
of the Requirements for S1-Degree



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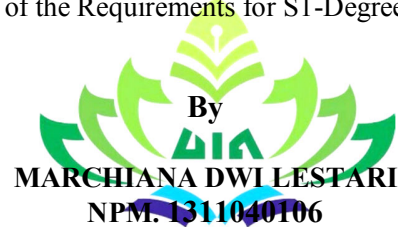


**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

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**ABSTRACT**  
**THE INFLUENCE OF USING SNAKES AND LADDERS TOWARDS**  
**STUDENTS' PRESENT PERFECT TENSE MATERY AT THE FIRST**  
**SEMESTER OF THE TENTH GRADE OF SMAN 1 BANGUNREJO**  
**CENTRAL LAMPUNG IN 2017/2018 ACADEMIC YEAR**

**By : Marchiana Dwi Lestari**

Students at SMAN 1 Bangunrejo Central Lampung have difficulties in learning present perfect tense it is proven the KBM belong to  $\leq 75$ . It means that the students' present perfect tense is still low and need to be increased at least to reach KBM. The objective of this research is to find out whether there is a significant influence of using snakes and ladders towards students' present perfect tense mastery at first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung 2017/2018.

In this research, quasi experimental design was used with the treatment that was held in three meetings. The population of this research was students of SMAN 1 Bangunrejo Central Lampung at the first semester. random sampling technique was used in taking the sample. The samples were taken two classes, X MIPA 2 and X MIPA 3 which consisted of 48 students. Then test was used to get the data about students' present perfect tense mastery. The test was the objective test, which was multiple choice tests consisting of 25 items after validity.

After the data were analyzed by using independent sample test, it was found that the result of Sig. (2-tailed) of the equal variance was 0.009, and  $\alpha = 0,05$ .  $H_a$  is accepted if Sig. (Pvalue)  $\leq \alpha = 0,05$  and  $H_o$  is accepted if (Pvalue) if Sig  $\geq \alpha = 0.05$ . It means that Sig. (Pvalue) is  $0.009 \leq \alpha = 0.05$ . So  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of using snakes and ladders towards students' present perfect tense mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung 2017/2018.

***Key words: Snakes And Ladders, Present Perfect Tense, Quasi Experimental Class.***



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**Title : THE INFLUENCE OF USING SNAKES AND LADDERS GAME  
TOWARDS STUDENTS' PRESENT PERFECT TENSE MASTERY  
AT THE FIRST SEMESTER OF TENTH GRADE OF SMAN 1  
BANGUNREJO CENTRAL LAMPUNG IN 2017/2018 ACADEMIC  
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**ADMISSION**

A thesis entitled: **THE INFLUENCE OF USING SNAKES AND LADDERS GAME TOWARDS STUDENTS' PRESENT PERFECT TENSE MASTERY AT THE FIRST SEMESTER OF TENTH GRADE OF SMAN 1 BANGUNREJO CENTRAL LAMPUNG IN 2017/2018 ACADEMIC YEAR**, by: **Marchiana Dwi Lestari, NPM: 1311040209**, Study Program: English Education, was tested and defended in the examination session held on: **Tuesday, November 21<sup>st</sup> 2017**.

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I hereby certify that this thesis with the title : The Influence of Using Snakes and Ladders Toward Students' Present Perfect Tense Mastery at the First Semester of the Tenth Grade of SMAN 1 Bangunrejo Central Lampung in 2017/2018 Academic Year is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, October 2017

Declared by,

Marchiana Dwi Lestari

## DEDICATION

This thesis is dedicated to:

From the deepest part of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Supriyanto and Ms. Suwarsih who always love me and keep on praying for my life and success. Thanks for all the motivation and pray.
2. My beloved brother and sister, Agnesia Via Puspitasari and Ivan Aditya Putra who always pray, support and give motivation to me.
3. My beloved grandfather, grandmother, uncle, aunt, brother in law who have motivated and prayed for me.
4. My beloved lecturers and almamater, Raden Intan State Islamic University Lampung.

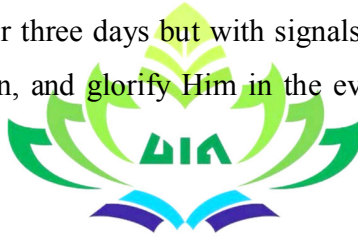


## MOTTO

قَالَ رَبِّ اجْعَلْ لِي آيَةً ۖ قَالَ ءَايَتُكَ أَلاَّ تُكَلِّمَ النَّاسَ ثَلَاثَةَ أَيَّامٍ إِلَّا رَمْزًا ۚ وَادْكُرْ رَبَّكَ كَثِيرًا

وَسَبِّحْ بِالْعَشِيِّ وَالْإِبْكَرِ ۖ

He said: O my Lord! Give me a Sign! “They Sign,” was the answer, “Shall be that tho shalt speak to no man for three days but with signals. Then celebrate the praises of they Lord again and again, and glorify Him in the evening and in the morning”.  
(Ali-Imran: 41)<sup>1</sup>

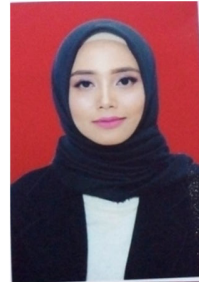


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<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an, Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.138

## CURRICULUM VITAE

Marchiana Dwi Lestari was born in Kalirejo, on March 2<sup>nd</sup> 1995. She is the second of three children of Mr. Supriyanto and Ms. Suwarsih. She has one sister named Agnesia Via Puspitasari and has one brother named Ivan Aditya Putra.

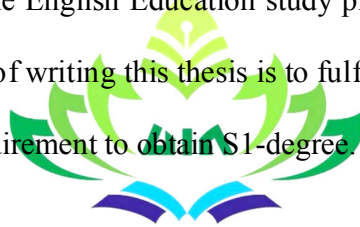


She started her formal study in Kindergarten of TK Fransiskus Kalirejo and finished 2001 and then she continued her school at Elementary school of Fransiskus Kalirejo and finished in 2007. After that she continued her school in Junior High School of SMP N 2 Kalirejo and finished in 2010. Then she also continued her school in Senior High School of SMAN 1 Bangunrejo and finished in 2013. Then she continued her study at Raden Intan State Islamic University Lampung in 2013 in Tarbiyah and Teacher Training Faculty in English Education Study Program.

## ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to her during studying and completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhammad S.A.W.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.



In relation to the writing and finishing of this thesis, great appreciation and sincerest gratitude be expressed to the following people:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
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5. Drs. Salam, the principal SMAN 1 Bangunrejo, Nuryanti, S.S, the English teacher for giving the contribution while the researcher was conducting the

research at the school, all the teachers and staffs who have helped the researcher in collecting the data.

6. All lecturers of the English Education Study Program of Raden Intan State Islamic University Lampung.
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8. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class E.



Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcome

Bandar Lampung, October 2017

The researcher,

Marchiana Dwi Lestari

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Allah creates human in the world with various nations, ethnics, and customs. Even so the language, one country and another country have different language. Allah states about the variety of language in surah Ar-Rum verse 22:



وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمَوَاتِ وَالْأَرْضَ وَأَخْتَلَفُ السِّنِّتِ كُمْ وَالْوَنُكُمَ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

“And of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar- Rum: 22)<sup>2</sup>

In verse above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.

Language is a set of sound (or, in the case of sign language, sign) and sentence pattern that express meaning.<sup>3</sup> It shows that language is system of

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<sup>2</sup> A. Yusuf Ali, *The Holy Qur'an, Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.1056

<sup>3</sup> Dianne Larsen Freeman, *Teaching Language from Grammar to Gramaring*, (Oxford: Oxford University Press: Longman, 2003), p.1.

sound, word, etc used by humans to communicate thought and feeling. It used to transfer information, ideas, and feelings from one person to another.

Language is very important to express something and to communicate with other. As everybody knows, language is a tool to convey ideas, opinions, and feelings among people by oral or written ways. One of the languages which are often used in communication is English. It becomes the dominant language around the world, and more people use English than other language respectively as an international language.

English as a foreign language has important role in Indonesia compared by language countries others. English has reached almost all aspects of modern life, such as, education, business, trade, science, technology, and many others. Above all, English has opened up the hurdle of people from different states and different language to associate, to communicate, and to develop cooperation with each others.

In Indonesia, English as one of foreign language to be taught in the schools since English has become an international language and used by most communities in the world. In order to make English teaching successfully, some factors such as, quality of the teacher, students' interest and motivation, school buildings, the teaching method, book, etc have to be considered.

Recently, English is taught at school from Elementary School up to a university. There are four skills of language: Listening, Speaking, Reading

and Writing. Beside those, spelling, grammar, and pronunciation must be taught to learners in order to the achievement of the four skills above.

Therefore, grammar needs to be mastered by the students since it is the basic rule of language. It is supported by Brown who states that “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”<sup>4</sup>. Grammar has function to create good and understandable sentences. Knowing how to build and use certain structure make it possible to communicate common types of meaning successfully. Without structures, it is difficult to make comprehensible sentence.

Grammar can be said consist of various elements. One of them is Tense. Tense is frequently described as the property that relates to the time a verb’s action is performed. English has a great variety of tense. This is one of reason why the Indonesian students have difficulties in understanding tenses. One of the tense which is taught in the tenth year of Senior High school is present perfect tense.

Present Perfect Tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past.<sup>5</sup> It means that present perfect tense expresses an action done in a time period up to the present. When we want to tell a verb that used to indicate an action that took

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<sup>4</sup> H Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*, Second Edition, 2000, p.362

<sup>5</sup> Betty Schramper Azar, *Undrstanding and using English Grammar 2<sup>nd</sup> edition*, (New Jersey : Prentice Hall Regents, 1989), p.29



place at an indefinite time or over a period of time in the past, but still has relevance in the present, we use the present perfect tense. Although the students of Senior high School have learned it, they still find difficulty in learning present perfect tense, especially in using forms and usages.

Based on the preliminary research that was conducted at SMAN 1 Bangunrejo Central Lampung on January 30<sup>th</sup>, 2017, the researcher conducted an interview with one of the English teachers there, Ms. Nuryanti. She said that most of the students at the tenth grade students of the school still got difficulties especially in present perfect tense and the writer found some problems faced by the students at the tenth grade of SMAN 1 Bangunrejo Central Lampung.<sup>6</sup> It can be seen from the students' low achievement in present perfect tense and besides there are so many students who cannot make present perfect tense sentence correctly. Moreover, the students think that present perfect tense is a difficult material to be learned. They got difficulty in arranging good sentence in present perfect tense both orally and in written form. They found difficulties in memorizing the formula of present perfect tense.

Table 1 shows the students' present perfect score.

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<sup>6</sup>Nuryanti, An English teacher SMAN 1 Bangunrejo, an interview, January 30<sup>th</sup> 2017

**Table 1**  
**The English Grammar Score of Present Perfect at the Tenth Grade of**  
**SMA N 1 Bangunrejo in the Academic Year of 2016/2017.**

No	Class	Score		Total
		<75	≥75	
1	X IPA 1	18	12	30
2	X IPA 2	19	10	29
3	X IPA 3	19	10	29
4	X IPA 4	19	11	30
5	X IPS 1	21	10	31
6	X IPS 2	21	10	31
7	X IPS 3	19	12	31
8	X IPS 4	18	14	32
Total		154	89	243
Percentage		63,4%	36,6%	100%

Source: *Document of the English Grammar Score of Present Perfect Tense at SMA N 1 Bangunrejo in the Academic Year of 2016/2017.*

Based on the data of preliminary research above the students were still low in understanding Present Perfect Tense. There were 89 students of the 243 students who passed the test based on the KBM and there were 154 students who failed. In this case, the student's score of KBM in SMA N 1 Bangunejo is 75 and there were many students who got the score under 75. It's found that the total number of students who got difficulty in Present Perfect Tense is 154 students of 243 students. It means that students who got difficulty in Present Perfect Tense were 63,4%.

Besides conducted an interview with the teacher, the researcher also gave interview to some students. The students stated that they found some difficulties in learning Present perfect Tense. First, there were many students

who did not use past participle form on irregular and regular verb when they wrote or spoke about present perfect events. This problem may appear because they did not memorize the past participle form of irregular and regular verbs. Second, the teacher used lecturing technique in teaching present perfect tense. She showed the example of present perfect tense. She delivered the material by using oral explanation directly to the students. Then she asked them to make other sentences in the practice session. This condition made the students not interest in the teaching learning process in the classroom.<sup>7</sup>

Teaching is not an easy job, but it is a necessary for the teacher that should be creative to build students' interest in the class. Various and interesting technique must be applied in language teaching learning process to encourage students' interest in learning grammar, such as by using games.

According to Hadfield, game is an activity with rules, a goal, and an element of fun.<sup>8</sup> Games help the students to add interest in the teaching and learning process. Students can practice and internalize vocabulary and grammar extensively through well-planned game. Play and competition that are provided by games enhances the motivation of the students and reduce their stress.

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<sup>7</sup> Madinatul, Riska et.al, *The students at the X ipa 2 Grade of SMA 1 Bangunrejo*, Monday January, 30<sup>th</sup>2017.

<sup>8</sup> Jill Hadfield, *Intermediate Vocabulary Game: Methodology Games* (Longman, 1999) p.4.

Moreover, Azar stated games and activities are important parts of the grammar classroom. The study of grammar is and should be fun and engaging.<sup>9</sup> By using games, the atmosphere in learning process in the class will be relax. One game that can be applied in classroom is Snakes and Ladders. Snakes and Ladders is one example of board game. The Snakes and Ladders is expected to help students learn English in fun and enjoyable atmosphere. It helps to improve the students' understanding of grammatical usage and helps the students learn from others.

There are some previous researches by using Snakes and Ladders. One of the research is conducted by Lailiyah Kamali, entitled *The Effect of Using a Snakes and Ladders on the Eighth Grade Students' Vocabulary Achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year*. The researcher used quantitative research. The population of the research was the eighth grade of students SMP N 1 Jenggawah in 2012/2013. The subjects of this research were 71 students.<sup>10</sup> The result of the research showed that the gain score of the experimental group was higher than that of the control group. The result showed that the significant value was 0,020, or lower than 0.05. It means that the null hypothesis was rejected and there is significant influence of using Snakes and Ladders towards students' vocabulary achievement.

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<sup>9</sup> Betty Schramper Azar, *Loc.Cit*, p.xix.

<sup>10</sup> Lailiyah Kamali, *The Effect of Using Snakes and Ladders on the eight grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year* (S1 Thesis, Jember University, 2014), p. xiv.

The second previous research that conducted by Pratiwi, entitled Improving Students' Speaking Ability Using the Snakes and Ladders at 11th Grade of Saint Pius X Vocational High School Magelang. Indicators of speaking can be achieved by the Snakes and Ladders game. As it can be seen from the analysis of pretest and posttest. The result of the students mean score was increased from 69,5 to 79,2. She said that by using the Snakes and Ladders game is effective to improve students' speaking ability.<sup>11</sup>

Based on the explanations of previous studies, it can be concluded that are significant differences of previous studies to this research. The differences are in these previous studies that had been done by Kamali, she used snakes and ladders to increase vocabulary mastery. Another previous study that had been done by Pratiwi, she used snakes and ladders to increase speaking. Meanwhile in this research, the researcher will use snakes and ladders to increase students' present perfect tense mastery.

From the explanation above, the researcher conducted a research entitled: "The Influence of using Snakes and Ladders towards students' Present Perfect Tense Mastery at the First Semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic year 2017/2018.

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<sup>11</sup> Agnes Ambar Pratiwi, *Improving Students' Speaking Ability Using Th Snakes And Ladders At 11th Grade Of Saint Pius X Vocational High School Magelang* (S1 Thesis, Universitas Sanata Dharma 2016), p. 58.

## **B. Identification of the Problems**

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students found difficulties to make sentences in form of present perfect and difficulty to understand the pattern of the use present perfect tense.
2. The students found difficulties to transform past participle form of regular irregular verb.
3. The teacher used monotonous technique that is not interesting in teaching grammar.



## **C. Limitation of the Problem**

Based on the background of the problem and the identification of the problems above, the researcher focused this research on process teaching and learning present perfect tense especially in verbal sentence by using Snakes and Ladders at the first semester of the tenth Grade of SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

## **D. Formulation of The Problems**

Based on the background above, the problem of this research can be formulated in the following questions: Is there any significant influence of

using Snakes and Ladders on students' present perfect tense mastery at the first semester of the tenth Grade of SMAN 1 Bangunrejo Central Lampung?

#### **E. Objective of the Research**

The objective of the research was to know whether there is a significant influence of using Snakes and Ladders on students' present perfect tense mastery at the first semester of the tenth Grade of SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

#### **F. Use of the Research**

The uses of the research were as follows :



##### **1. Theoretically**

For theoretically contribution, the results of this research were expected to support the previous studies and to give information about influence of Snakes and Ladders towards students' present perfect mastery.

##### **2. Practically**

###### **a. Teacher.**

The researcher hoped this research can encourage the English teacher in creating effective ways in teaching grammar especially teaching present perfect tense. So, the teacher is able to help and improve their students' capability.

b. Students.

By using snakes and ladders, the students would be easy to understand the lesson and more interested and motivated in teaching English grammar especially in present perfect tense.

c. Reader

For the reader, the researcher hopes that the reader get insight about the way how to teach grammar especially present perfect tense.

**G. Scope of the Research**

The scope of the research can be described as follows:

**1. Subject of the research**

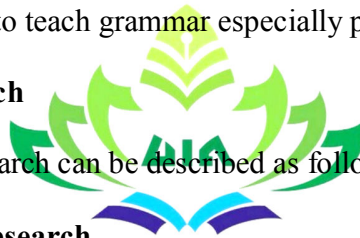
The subject of the research was the students at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.

**2. Object of the research**

The object of the research was the use of Snakes and Ladders and the students' Present Perfect Tense Mastery.

**3. Place of the research**

The research was be conducted at SMAN 1 Bangunrejo Central Lampung.





#### 4. **Time of the research**

The research was be conducted at the first semester in the academic year of 2017/2018.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Teaching English as a Foreign Language

Language teaching is influenced by ideas on the nature of language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. Learning English as a foreign language is different than learning English as a second language.<sup>12</sup> Teachers should be able to hold classroom well. They must try to manage the classroom with interesting technique as Broughton states:

“English language teaching has gone on and it is clearly part of the professionalism of a teacher of English to foreigners to be aware of the context in which he is working and of how his teaching fits into the scheme of things. However, for most teachers the primary focus of attention is the classroom, what actually happens there, what kinds of personal encounter and teaching is very much a matter of personal encounter and especially what part teachers themselves play there in facilitating the learning of the language”.<sup>13</sup>

In teaching English, teachers must focus on the process of teaching and learning. They also must know what is happening in the classroom activities so the target of language will be reached well. In teaching English as a foreign language the teachers help and guide the students how to learn English easily. As Brown states that teaching is showing or helping someone to learn how to do

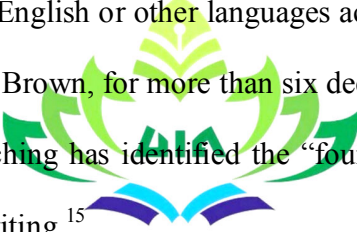
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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.20

<sup>13</sup> Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2<sup>nd</sup> Ed.)(New York: Routledge, 1980), p.12

something, guiding in the study of something providing with knowledge causing to know or understand.

Teaching English as a foreign language means that English is taught by people which English is not their mother tongue or their native language. Broughton says that in the rest of the world, English is a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life.<sup>14</sup> In teaching English or other languages actually we have to teach the four skills. According to Brown, for more than six decades, research and practice in English language teaching has identified the “four skills”, they are listening, speaking, reading and writing.<sup>15</sup>



According to statements above, the researcher assumes of teaching and learning English as a foreign language not so difficult if the learners do a lot of practice and are exposed to situation that content English elements on it. The students should practice their English regularly both inside the classroom and outside the classroom. The students can also participate in growth of the globalization era. The students study English in the school. It does not play in their daily activity but it has good intentions for the students.

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<sup>14</sup> ibid, p.6

<sup>15</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed.)*(New York: Longman, 2001), p.232

## B. Concept of Grammar

### 1. Definition of Grammar

There are many definitions of grammar, Thornbury stated that grammar is description of the rules that govern how a language's sentences are formed.<sup>16</sup> In addition, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In other word, grammar tells us to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses).<sup>17</sup> It means that grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentences, to convey ideas and information.

Grammar is also called as organization word is combined into sentences to express thought and feeling or to express the idea. It is supported by Penny Ur, grammar may be roughly defined as the way language manipulates and combines words (or bits of word) in order to form longer units of meaning.<sup>18</sup> On other hand, Hartwell stated grammar is the set a formal patterns in which the words of a language are arranged in order to convey larger meaning.<sup>19</sup> It means that grammar covers the important rules in language; therefore every

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<sup>16</sup> Scott Thornbury, *How to Teach Grammar* (London: Longman, 1999), p.1

<sup>17</sup> H douglas Brown. *Teaching by princples*. (Longman.2000) p.362

<sup>18</sup> Penny Ur, *Grammr Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press 988)p.4

<sup>19</sup> Patrick Hartwell .Grammar, grammars and teaching of grammar. Colledge English. Vol.47, no. 2 (Feb, 1985) pp. 105-127. Published by National council of teachers of English.r109

language has its own grammar. The users of language cannot express their opinion or idea correctly if the sentences are not well arranged.

Based on the statement above, it can be conclude that grammar is considered as a system of the rules of the language in order to convey larger meaning that is used in context of communication. It explains how to combine words or a little bit of words in order to make something understanding or meaningful sentence both written and spoken.

## **2. Concept of Teaching Grammar**

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive, and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

The negligent of using grammar in communication causes miscommunication and serious impact on communication. Thus, the curriculum plays important role in emphasizing the grammar mastery. The researcher's consideration in carrying out this research is based on the view that grammar is an essential component of language, so it is important to find and apply a method to teach it effectively. As stated in verse 24 of Surah Abraham that learning grammar is very important aspect to language acquisition.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ

“Have you not seen how God sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed and its branches (reach) to the heavens.” (Abraham : 24)<sup>20</sup>

Actually, this verse can be put in language teaching context which states that learning of language grammar is important in order to make the communication more understandable. “A goodly word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, parable with the root of tree, which is firmly fixed in the ground. It means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically.

Grammar is a total set of signals which given language expresses its meaning or the total of structure of the language.<sup>21</sup> The teacher should give students new methods in order to make them enjoyable, easy and memorable about the material especially grammar.

According to Penny Ur, these are opinions about the teaching grammar:

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<sup>20</sup> A. Yusuf Ali, *The Holy Qur'an, Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.2059

<sup>21</sup> Robbert, P. *Understanding English*, Conell University Harper and Row Publisher. New York, p. 132.

- a. When someone learns his/her mother tongue, he/she does not need learn the grammar. On the other hand teaching and learning grammar is not only necessary or sufficient for language learning, but also it is helps or not to improving mastery of the language not as an end in itself.
- b. Learner study grammar individually and independently than as a part of the classroom lesson. But other says that grammar is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.
- c. Teaching learners how to construct grammatical sentences does not enable them to produce real-life discourse. On the other hand, grammatical accuracy used to receive and produce interesting and purposeful meanings within the context of real-life language use.
- d. Grammar is an affirmation of the usefulness of grammar for effective language learning. Other says that the main point of Grammar is an affirmation of its value as a means to help language learning.<sup>22</sup>

## **C. Concept of Tenses**

### **1. Definition of Tenses**


Tense is usually defined as relating to the time of an action, even, or state. According to Hornby, tenses may indicate whether an action, activity or

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<sup>22</sup> Penny Ur, *A Course in Language Teaching*, (Melbourne: Cambridge University Press, 1996), p.77-78

state in the past, present, or future.<sup>23</sup> It means that tense is a category that locates a situation in time, to indicate when the situation takes place.

Tense is special verb ending or accompanying auxiliary verb signal time and even takes place.<sup>24</sup> In talking about tense, it is not only focused on the time of the situation that is being described, but discusses about form of verb. On other hand, tense is a verb form used to express a time relation. It used to indicate an action, even, or state in the specific time.



Leech stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future).<sup>25</sup> Tense are formed either by changing the verb (e.g know, knew; work, worked), or by adding auxiliary verbs (e.g will know; had worked).<sup>26</sup> It means that that the verb-forms which show differences in time. Tense indicates whether an action, activity, or state in the sentence is, was, or will be complete or whether it is, was, or will be in progress over a period of time.

Based on the definitions above, the writer concludes that tense is a series of verb-form that indicates the time at which a state or the action happens in

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<sup>23</sup>A.S. Hornby, *Guide to Pattern and Usage in English*, (Low-priced edition, 1975), p. 78.

<sup>24</sup>Marcella Frank, *Modern English: a practical reference guide*, (New Jersey: Prentice-Hall, 1972), p.47

<sup>25</sup> Geoffrey Leech, Jan Svartvik. *A Communicative Grammar of English, Third Edition*, (Person, 2003), p.46

<sup>26</sup> Michael Swan, *Practical English Usage*, ( Oxford: Oxford University Press, 1980), p.604



the past, present, or future. Tense indicates whether an action is, was, or will be complete by changing the spelling of verb, usually the ending, or by putting extra (auxiliary) words with the verb.

## 2. Kinds of Tenses

Based on Frank, English has two kinds of tense-system, six-tense system and two-tense formal system. But the most commonly found in English textbook for non-native speakers and most familiar to them is the six-tense system. It includes past tense, present tense, future tense and plus three perfect tense; present perfect, past perfect and future perfect<sup>27</sup> or it usually known as sixteen tenses.

**Table 2**  
**The Kinds of Tenses**

<b>Tenses</b>	<b>Meaning</b>	<b>Examples</b>
Simple present tense	The simple present tense expresses events that exist always, usually, habitually	Water consists of hydrogen and oxygen.  He always eats a sandwich for lunch.
Present continuous tense	The present continuous tense expresses an activity that is in progress at the moment of speaking.	John is sleeping right now.  John is trying to improve his work habits.
Present perfect tense	Present perfect tense expresses the idea that	They have moved into a

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<sup>27</sup>Marcella Frank, *Op. Cit.*p.47

	something happened (or never happened) before now, at unspecified time in the past.	new apartment.  Have you ever visited Mexico?
Present perfect progressive	Present perfect progressive is used to indicate a duration of an activity that began in the past and continuous to the present.	I have been sitting here for two hours.  I have been sitting here for two hours since seven o'clock.
Simple past tense	The simple past indicate that an activity began ended at the particular time in the past.	I walked to school yesterday.  I bought a new car three days ago.
Past progressive	Past progressive is both action occurred at the same time, but one action began earlier and was in progress when the other action occurred.	I was walking down the street when it began to rain.  At eight o'clock last night, I was studying.
Past perfect	The past perfect expresses an activity that was completed before another activity or time in the past.	Sam had already left by the time Ann got there.  Until yesterday, I had never heard about it.
Past perfect progressive	The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past.	He finally came at six o'clock. I had been waiting for him since four-thirty.  The police had been looking for the criminal for two years before they caught him.
Simple future tense	When the speakers is making a prediction (a statement about something s/he thinks will be true or will occurring the future), either will or be going to is possible.	It will snow tomorrow.  I will watch television tonight.
Future	The future progressive	He will be sleeping when

progressive	expresses an activity that will be in progress at the time in the future.	we arrive.
Future perfect	The future perfect expresses an activity that will be completed before another time or event in the future.	I will already have eaten when they arrive.
Future perfect progressive	The future perfect progressive emphasizes the duration of an activity that will be in progress before another time or even in the future.	I will have been studying for two hours by the time you arrive.
Past future tense	The form of the past future tense is similar in structure and implication to those of the present future tense, only the auxiliary verb "will" or "shall" appears in its past form "would" or "should".	He promised that he would buy me a pair of gloves. I should play badminton last month.
Past future continuous tense	To tell an action that will be going in the past and in this tense the action has not been completed.	My brother would be finishing thesis last week.
Past future perfect tense	Used to declare a sentence that would have occurred in the past. These tenses are combination of past + future perfect.	I should have seen John if I had come earlier.
Past future perfect continuous tense	Is a form of the verb to an action or imaginary situation is underway at a specific point or during certain periods in the past.	We would have been working. She should not have been driving.

Source : Azar, *Understanding and Using English Grammar*, 1989.

From the table above, there are sixteen tenses in English. The kind of tenses namely simple present tense, present continuous tense, present perfect tense, present perfect progressive, simple past tense, past progressive, past

perfect, past perfect progressive, simple future tense, future progressive, future perfect, future perfect progressive, past future tense, past future continuous tense, past future perfect tense, past future perfect continuous tense. There are sixteen tenses in English but the researcher will only focus on present perfect tense.

#### **D. Concept of Present Perfect Tense**

##### **1. Definition of Present Perfect Tense**

The term *perfect* comes from a Latin phrase *per factus*, which means completely done. The key idea of the perfect tenses is that they allow us to talk about actions or events that span a period of time up to some final limiting time or other limiting event. The action or event is finished (perfected) at or before that limiting time or event.<sup>28</sup>

In accordance with Azar, the present perfect tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.<sup>29</sup> For example: 'He has lost his book', it means that he lost his book short time ago, before now, at an unspecified time in the past.

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<sup>28</sup>Mark Lester, *English Grammar Drills*. (New York: Mc.Graw Hill, 2009) p .135

<sup>29</sup> Betty S. Azar. *Understanding and using English Grammar 3<sup>rd</sup> edition*, (New Jearsey: Pearson Eucation, 1999)p.39

Frank states that the present perfect tense expresses indefinite time that begins in the past and extends to the present. It is a special kind of past time that ends with the moment of speaking. An even may continue beyond the present moment of speaking, but statement is not concerned with this segment of time.<sup>30</sup>

Lester states that the present perfect is used for past-time actions or events whose action or consequences continue up to the present moment of time.<sup>31</sup> For example: *Last year, John had an accident that has totally changed his life.* It means that the accident was a one-time only event in the past. The accident is over and done with, so it was reported in the past tense. However, the consequences of the accident are not tied to that past moment of time; they have continued on to the present. Therefore, the present perfect is appropriate to describe the ongoing nature of the consequences.

From the discussion above the writer concludes that the present perfect tense is used to expresses a situation began in the past and continued to the present or it design an action which began in the past but which continues into the present or the effect of which still continues.

## **2. The form of Present Perfect Tense**

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<sup>30</sup> Marcella Frank, *Op. Cit.* p.78

<sup>31</sup> Mark Lester, *Op. Cit.* p.135

The present perfect tense is formed with the present tense of have + the past participle. And for negative is formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.<sup>32</sup> Basically, to make an affirmative statement, negative statement and interrogative statement, the formulas are as follows:

<b>a) Affirmative</b> Subject + have/has + verb 3 form	<ul style="list-style-type: none"> <li>• (They-We-I-You) have watched the movie.</li> <li>• (He-She-It-Ali) has studied English &amp; Math</li> </ul>
<b>b) Negative</b> Subject + have/has + not + verb 3 form	<ul style="list-style-type: none"> <li>• (They-We-I-You) have not watched the movie</li> <li>• (He-She-It-Ali) has not studied English &amp; Math</li> </ul>
<b>c) Interrogative</b> Have/has + Subject + verb 3 form	<ul style="list-style-type: none"> <li>• Have (They-We-I-You) watched the movie?</li> <li>• Has (He-She-It-Ali) studied English &amp; Math?</li> </ul>

Have and has (when used as auxiliary verbs, not as main verbs) are usually contracted with personal pronouns in both speaking and informal writing. Have and has are often contracted with nouns and other words in informal speaking, but not usually in writing.<sup>33</sup>

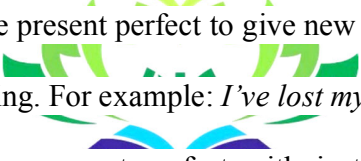
<sup>32</sup> John Eastwood. Oxford Guide to English Grammar. (Oxford: Oxford University Press, 1994), p. 86

<sup>33</sup> Betty S. Azar. *Understanding and Using English grammar 3<sup>rd</sup> edition*, (New Jersey: Pearson Education, 1999), p. 39

### 3. The use of the Preset Perfect Tense

According to Murphy, “The present perfect tense is used when we talk about period of time that continuous up to the present.”<sup>34</sup> For example Ana and Ani are talking about the period between a short time ago and now, so Ana says to Ani : *Have you known about the news?*

Furthermore Murphy listed some usages for the present perfect tense as following, he said:

- 
- a) We often use the present perfect to give new information or to announce a recent happening. For example: *I've lost my book, can you help me?*
  - b) You can use the present perfect with just(= a short time ago). For example: *'Would you like something to eat?' 'No. thanks, I have just had lunch.'*
  - c) You can use the present perfect with already to say something has happened sooner than expected. For example: *'Don't forget to post the letter, will you?' 'I have already posted it.'*
  - d) Use the present perfect to say that you have never done something or that you haven't done something during the period of time which continuous up to the present:
    - *I have never smoked.*
    - *He hasn't smoked for three years.*

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<sup>34</sup> Raymond Murphy, *English Grammar in Use*, (Cambridge University Press, 1985), p.30

e) We often use the present perfect with yet. Yet shows that the speaker is expecting something to happen. Use yet only in questions and negative sentences:

- *Has it stopped raining yet?*

f) We often use the present perfect with this morning/ this evening/ today/ this week/ this term/ this semester etc. (when these periods are not finished at the time of speaking:

- *I haven't seen Tom this morning, have you?*<sup>35</sup>

The present tense also, when used with for and since, expresses a situation that begins in the past and continuous to the present. In the example, notice the difference between since and for. Since is used for a particular time and for is used to duration of time. For example:

- *She has been there since seven o'clock*

- *She has lived there for three years.*

Moreover, the present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important. Example:

- *I have written my wife a letter every other day for the last two weeks.*<sup>36</sup>

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<sup>35</sup> Ibid, p.28

<sup>36</sup> Betty S. Azar p.36



#### 4. The expressions of time which are used in present perfect tense

The actual time represented by the present perfect usually involves duration of a single act that ends with the moment of speaking or shortly before it. The psychological time connoted by the present perfect tense often involves possible repetition within the past – to – present period. The expressions of time that mark a past – to – present even are indicated below:

- a. Duration of an event that ends with the moment of speaking (actual speaking)



- 1) Prepositions indicating duration; during, in, over, since, for.

- *He has remained calm during the whole crisis.*
- *I have lived in United States since 1968.*

- 2) Adverbial expressions meaning past – to – present time: so far, up to now, until now, up to the present.

- *We have finished this chapter so far.*
- *Up to now, we have not found the kind of paint we need for job.*

- b. Frequency within the extended past – to – present period (psychological time)

The present perfect tense is used with frequency adverbs that involve repetition; always, often, twice, sometimes.

- *He has always lived in the United States.*

- *We have sometimes gone to the beach, but we have never enjoyed the trip.*

c. Recently of an event (actual time)

Just (now), already (or yet with negatives and questions)' finally, still (negatives only)

- *The money has finally arrived.*
- *I haven't seen the movie yet.*

d. Recently, lately, of late, in recent years, etc.

- *He has recently come out the hospital.*
- *Lately, the news about the war has not been good.*

e. Time expressions containing this; this week, this month, this morning.

- *He has been quite ill this year.*
- *They have gone shopping this morning.*<sup>37</sup>

From the explanations above, can be concluded that the present perfect tense is used:

- 1) To refer to an action or even that began sometime in the past and still continuing.
- 2) To refer to an action that took place at sometime in the past but has an effect on the present situation.

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<sup>37</sup> Marcella Frank, p. 79-80

- 3) To express the activities which were repeated several times in the past, but the exact time is unspecified.

#### **E. Present Perfect Tense Mastery**

The present perfect tense expresses indefinite time that begins in the past and extends to the present. The present perfect is a way of linking the past to the present. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself. The present perfect is formed from the present tense of verb 'have' and the past participle of a verb.

Anderman and Guskey state that mastery is term that all educators use and believe they understand well or simply reaching a certain level of understanding of particular content.<sup>38</sup> The Oxford English Dictionary defines mastery as “comprehensive knowledge or skill in a particular subject or activity”<sup>39</sup>. From these theories it can be concluded that mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.

From those statements it can be concluded that present perfect mastery is the skill or ability in constructing a sentence by using appropriate use and form of present perfect tense in written and spoken.

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<sup>38</sup> Thomas R. Guskey, Eric M. Anderman, *Educational Leadership* “In Search of a Useful Definition of Mastery”(journal). (December 2013).

<sup>39</sup> Oxford , p. 345

## F. Concept of Game

### 1. Definition of Game

Game is a structural activity that can be used in teaching learning. It is usually undertaken for enjoyment and sometimes used as an education tool. Game will make a student fun in studying; the teacher may use game to achieve the goal in teaching learning process, especially in teaching learning English.

According to Hadfield, he states that a game is an activity with rules, a goal and an element of fun.<sup>40</sup> Games comprise many factors such as rules, competition, relaxation, and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun.

According to Wright, games can be used to give practice in all the skills (reading, writing, listening and speaking), in all stages of the teaching or learning sequence (presentation, repetition, recombination and free of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining).<sup>41</sup> Games can stimulate and encourage students to participate in the learning activity.

Based on the explanation above, the researcher concludes that a game is a fun activity that can be used as a good technique in teaching learning process. By using a game, the students can be stimulated in learning process.

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<sup>40</sup> Jill Hadfield, *Intermediate Vocabulary Games* (London: Longman, 1999), p.4

<sup>41</sup> Andrew Wright, *et.al.*, *Games for Language Learning* (Cambridge, Cambridge University Press, 2006), p.1

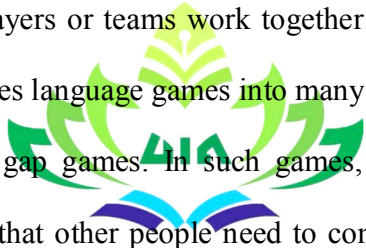
Games must have clear rules that all the students agree and understand.

This will make the class settled and the aims of the lesson will be achieved.

## 2. Kinds of Language Games

There are many kinds of games which can be used in teaching English. According to Hadfield, there are two kinds of game: competitive game in which players or teams race to be the first to reach the goal and co-operative games, in which players or teams work together towards a common goal.<sup>42</sup>

Jill Hadfield classifies language games into many more categories, they are:

- 
- a) Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing.
  - b) Guessing games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
  - c) Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example.

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<sup>42</sup> Jill Hadfield, *Intermediate Vocabulary Games* (London: Longman, 1999), p.4

- d) Matching games: As the name implies, participants need to find a match for a word, picture, or card.
- e) Labeling games. These are a form of matching, in that participants match labels and pictures.
- f) Exchanging games. In these games, students barter cards, other objects, or ideas. Many card games fall into this category, such as the children's card game Go Fish<sup>3</sup>.
- g) Board games. The aim of these games is to be the first round a board, or to collect the most card, or to get the rid of the cards first, or to build up the story. The cards and the squares n the board are use as stimuli to provoke a communication exchange. The examples of board games are snakes and ladders, scrabble, and monopoly.
- h) Role-play games: In role-play game, players are given the name and some characteristics of a fictional character. Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.<sup>43</sup>


## **G. Concept of Board Game**

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<sup>43</sup>Jill Hadfield. Intermediate Vocabulary Games . (Longman:Pearson education, 1999) p.5

According to Hadfield board games and card games are familiar game types, where both of them demand the players to be first rounding the board.<sup>44</sup> It means that the goal of this game is to be the first round a board.

Bucky states that board game can be method that will give many advantages or teacher and the students either.<sup>45</sup> Board games are important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects.<sup>46</sup>



Furthermore Chang & Cogswell claim that the benefit of applying board games is that it lowers the anxiety of the students. They further explain that board games should consist of warm-up activities, formal instruction, tasks, and wrap-up/reflection activities.<sup>47</sup> It means that board game should integrate all language skills to provide learners with a holistic language learner activity. Games are fun and engaging, but it frequently requires considerable work on the part of teacher.

Based on explanation above, it can be conclude that board game is kinds of game that use a board to play and usually played more than one person. The aim of this game is to be the first round a board. Board game is one of game that can be used in teaching and learning process with well planned activities.

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<sup>44</sup> ibid, p.5

<sup>45</sup> Buckby, p.20

<sup>46</sup> Elizabeth N. Treher, *Learning with Board Games*, <http://www.designgames.com/2011>

<sup>47</sup> Chang, S. & Gogswell, J. 2008. *Using Board Games*. TESOL 2008. Retrieved 1 April 2017 from [www.rtmsd.org/cms/lib/.../Domain/.../Using\\_Board\\_Games\\_Handout.doc](http://www.rtmsd.org/cms/lib/.../Domain/.../Using_Board_Games_Handout.doc).

## H. Concept of Snakes and Ladders

### 1. Definition of Snakes and Ladders

The Snakes and Ladders is believed to have originated in 2nd century India. The game was developed by teachers and marketed as a children's game.<sup>48</sup> A game board for snakes and ladders is with squares measuring 10 x 10. Squares on the board are counted starting with the number 1, which is from the bottom left corner up to number 10 in the lower right corner, from right to left starting number 11 on the second line until number 20 and so on until the number 100 in the upper left corner.<sup>49</sup> When you go up a ladder, you progress quickly. When you go down a snake, you go backwards.<sup>50</sup>

Snakes and ladders is a children game played on a special board with picture of snakes and ladders board on it. Players move their piece up the ladders to go forward and down the snakes to go back.<sup>51</sup> This basic game has been improved to be an educational game by answering some questions while playing.<sup>52</sup> The designer can create and modify the game according to the needs. The Snakes and Ladders is one kind of a popular game that can

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<sup>48</sup>E.Avedon, "Snakes and ladders or Chutes and Ladders", Virtual Museum of Games, Dept. Applied Health Science, Waterloo Univ, Ontario, Canada, 2003.

<sup>49</sup>Nachiappan, et.al. "Snake and Ladder games in Cognition Development on Students with Learning Difficulties. Review of Arts and humanities". Published by American Research Institute or Policy Development. . June 2014, Vol. 3, N.2, pp.217-229

<sup>50</sup>English Collin Dictionary –English definition & Thesaurus dictionary. p.607

<sup>51</sup>Oxford Advanced Learner's dictionary 7<sup>th</sup> edition. (Oxford:Oxford University Press, 2006) p.1393

<sup>52</sup>C.N.Quinn, "Engaging Learning Instructional Technology,". Available at: <http://itechl.coe.uga/itforum/paper18/paper18.html>, 1997



facilitate the students to learn language which has a picture of snakes and ladders and can be modified to be educational game.

Based on the explanation above, it can be concluded that Snakes and Ladders is one kind of board game that can facilitate the students to learn language. This game usually involves two or more players and they take turns to move by rolling a dice. On the way to finishing point, the players meet with some hurdles in the form of snakes and some opportunities in the form of ladders. The player who reaches the finishing point first wins the game. This game can be applied in teaching learning process as an educational game by answering some questions while playing. In this research, this game was used in teaching present perfect tense.

## **2. Procedure of Teaching Present Perfect Tense by Using Snakes and Ladders**

There are some procedures from experts that express the procedure of snakes and ladders. Procedure is needed to help the researcher determines how the implement of the technique. According to Sion, the following procedure of snakes and ladders as follows:

- 1) All put your counters on start.
- 2) Decide who is going to begin and in which order you are going to play.
- 3) If you are the first player, roll your die and move forward the number of squares indicated.

- 4) If you land on a sentence, say if it is correct or not. If you think there is a mistake in the sentence, correct it immediately.
- 5) Your group must then decide if you are right or not. (Ask your teacher only if you are completely unable to arrive at a decision.) If your group agrees with you, move an extra three squares forward. If they disagree, move back three squares. (Your turn is now finished, so if you have now landed on another sentence you may not give an opinion on its correctness.)
- 6) If you land on a blank square, you simply stay where you are until your next turn. If you land on a square where another person's counter is already standing, move on one square. This rule applies whether you land on a sentence or on a blank square.
- 7) At your next turn, move the counter the number of squares shown on the die. For example, if you are on square 16 and the die shows five dots, move your counter to square 21.
- 8) Each player proceeds the same way, starting always at square 1 (START).
- 9) To finish, you must land directly on square 70. If you are on square 68 and throw a six, count two forward and four back to land on square 66 (and hope you throw a four on your next turn).<sup>53</sup>

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<sup>53</sup> Chris Sion, *Recipes for Tired Teacher*, (San Francisco; Alta Book Center Publisher.2004), p.101.

It can be concluded that snakes and ladders is similar to sentence correction and the purpose of this activity is to motivate the students to be brave to correct the mistake.

The second is according to Rinvolucris. There are some steps to apply the Snakes and Ladders, the steps as follow:

- 1) Divide the class into fours and give each group board and a die. Ask the students to sit so they can all see the board properly. Ask the students to choose a coin to represent him or herself and to place the coin on START.
- 2) Explain that the aim of the game is to get from START to FINISH. Some of the sentences on the board are correct and some are incorrect. Explain or demonstrate how to play:
  - a) The first player throws the die and advances to the square indicated. If there is a sentence on that square the player says whether it is correct or incorrect and, in the latter case, tries to correct it. The other three students act as a jury and have to decide if the player is right or wrong in his or her judgment. If all three, or two out of three, agree with the player, then he or she goes forward three squares. If they disagree with the player, the player moves back three squares. If the player lands on an empty square then none of the above happens and she or he stays there. It is then the next person's turn. A player who lands on a square

at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down it.

b) The winner is the first person whose score takes him or her to or beyond FINISH.

c) If a player lands on sentence that has already been discussed, he or she automatically goes on to the next unworked-on sentence.

d) If a person in the group feels that the others are wrong about a grammar point, he or she should note down the number of its square and ask the teacher at the end of the game.

3) Ask the group to start playing. At first teacher's time will be taken up with answering queries about how to play. The teacher doesn't say anything to them and deal the point after the game. The real pleasure and value of the game lies in the students realizing and defending their own grammar criteria.

4) When most groups have finished, stop everybody and ask if there are disagreement over any of sentences. If a student in group A comes up with a disagreement do not give him or her an authoritative answer. Refer the problem to the other groups and only give the answer as a last resort. This way the students teach each other. This is also the time to bring up any sentences where everybody in a group was wrong.<sup>54</sup>

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<sup>54</sup>Mario Rinvoluceri. *Grammar Games*, (Cambridge: Cambridge University Press, 1948)p.28-29



#### **a) Advantages**

There are some strengths of playing Snakes and Ladders. Below are the strengths of playing Snakes and Ladders:

- 1) This game can allow the students to work cooperatively, complete with each other and learn from mistake.
- 2) The students will be easier to understand sentences about grammar.
- 3) This game can motivate the students to be brave to correct the mistake.
- 4) Snakes and ladders is fun and easy to use.
- 5) Students interact and active with their friends used English while learning process with the games.<sup>55</sup>

Therefore, it can be concluded that Snakes and Ladders is interesting and effective technique. The reason is Snakes and Ladders can create a friendly atmosphere between the teacher and students and also make the students fun and relax in playing game. Beside that this game makes the student be brave to correct the mistake and learn from others.

#### **b) Disadvantages**

There are some weaknesses of playing Snakes and Ladders. Below are the weaknesses of playing Snakes and Ladders:

- 1) This game can waste time of class hour.
- 2) This game can make the class crowded.

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<sup>55</sup>Meipina, *The Application of Snakes And Ladders Game in Teaching Vocabulary* :The Second International Conference on Education and Language (2d ICEL)2014. Bandar Lampung University, Indonesia ISSN 2303-417

- 3) Snake and ladder cannot develop all of the learning material.
- 4) For children who do not master the material well will experience difficulty in playing.<sup>56</sup>

From the explanation above that doing Snakes and Ladders can make the class crowded and can waste time of class hour, so the teacher should be able to manage the time so that this game can run well and the teacher must explain the rules of the game clearly and well.

## **I. Concept of Lecturing Technique**

### **1. Definiton of Lecturing Technique**

Lecturing technique is oral presentation that used in the classroom where the teacher is as the central focus of information transfer.<sup>57</sup> It means this technique the teacher is more active than the students. It is seen one-way communication so this method can make students passive in the teaching learning process and just teacher who active in the teaching learning process.

Lecturing technique is a traditional method because this method has used as the tool of oral communication between the teacher and the students in teaching learning process.<sup>58</sup> It means that lecturing method is the way of

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<sup>56</sup>Pracitra, *Media Pembelajaran Permainan Ular Tangga Media Pembelajaran Permainan Ular Tangga Dalam Materi IPS*.[Http://pracitra.blogspot.com/2017/07/media-pembelajaran-permainan-ular-tangga.html](http://pracitra.blogspot.com/2017/07/media-pembelajaran-permainan-ular-tangga.html)

<sup>57</sup>Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching*, (International Journal of Educational Planing & Administration, Vol. 1, No.1, Research India Publication), p.9, available at: <http://www.ripublication.com/ijepa.htm>

<sup>58</sup>Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan*, (Jakarta:Kencana Prenada Media Group, 2010), p.179

delivering of the knowledge which do by the teacher by using oral explanation directly to the students.

Lecturing technique is the means presentation of the lesson which done by the teacher with the verbal explanation directly.<sup>59</sup> It means that, the students listen the teacher explanation. And then, they do the task which is asked by the teacher.

From the explanation above, the writer concludes that lecturing technique is the technique of teacher use to teach in which the teacher is as central focus on giving the oral explanation to the students directly. This technique does not involve significant students participation and can make students feel bored. In addition, lecturing technique is a good way providing an outline of an area of study as preparation for more detailed work carried out individually or in seminars or tutorials.

## **2. Procedure of Lecturing Technique**

There are some procedures of using lecturing technique:

- 1) Presentation information
- 2) Clarifying topics and issues
- 3) Encouraging students to think about the topic
- 4) Creating interest

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<sup>59</sup> Syaiful Bahri Djamarah, Aswan Zain, *Strategy Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p.97



- 5) Providing students with the opportunity to benefit from the lecture's experience and scholarship
- 6) In the last time the teacher ask the students to make a text based on the explanation that the teacher has explained
- 7) The teacher correct the result of students one by one.<sup>60</sup>

### **3. Advantages and Disadvantages of Using Lecturing Technique**

#### **1) Advantages**

There are some advantages of using Lecturing technique:



- a. This technique can make teacher to control the material and this technique can be used of the total students, in another words in the large class.
- b. This technique can make students can hear through speech from the teacher, then look the demonstrations about the material.

#### **2) Disadvantages**

There are some disadvantages of using Lecturing technique:

- a. This technique can make students bored.
- b. Because this method is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.

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<sup>60</sup> *Ibid*, p.100

- c. This technique happen in one-way communication, then the opportunity for controlling the students understand about the material is limited.<sup>61</sup>

#### **J. Frame of Thinking**

Based on the frame of theories, it was assumed that students' present perfect tense mastery is still low. In fact, they still find difficulties in constructing sentences in present perfect form. To solve this problem, in learning grammar, in this case present perfect tense, the teachers need to implement a technique that can help the students to understand the material given easily. Besides, the teachers also need a technique to make the teaching learning activity more attractive and more interesting both for students and for the teachers themselves.

#### **K. Hypothesis**

Based on the frame of thinking above, the hypotheses were formulated as follows:

- Ha = There is a significant influence of using Snakes and Ladders towards students' Present Perfect Tense mastery at the tenth grade of SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018.
- Ho = There is no significant influence of using Snakes and Ladders towards students' Present Perfect Tense mastery at the tenth grade

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<sup>61</sup> *Ibid.* p.12

of SMAN 1 Bangunrejo Central Lampung in the academic year of  
2017/2018.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

This research used experimental design. According to Setiyadi, experimental design intended to find the relation of variables in valid which can be used to search the conclusion in general.<sup>62</sup> Experimental design has three types, they are pre-experimental, true experimental, and quasi-experimental designs. Pre-experimental provide little or no control to extraneous variables. True experimental designs, Setiyadi states that true experimental design has three basic characteristics: a) a control group is present, b) both of the subjects are chosen by random, c) initial test is given to see the capabilities of the two groups.<sup>63</sup> Quasi experimental design includes assignment but not random assignment of participant to group. This is because the experimenter cannot artificially create groups for the experiment.<sup>64</sup>

In this research, quasi-experimental pretest-posttest group design was applied. We can apply the pre-test and post-test approach to a quasi-experimental design.<sup>65</sup> From the statements above, quasi-experimental design was used to know the influence of using snakes and ladders towards students' present perfect mastery. Therefore, when randomized design is not efficiency, quasi

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<sup>62</sup>Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 125.

<sup>63</sup>*Ibid*, p.141.

<sup>64</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research* (4<sup>th</sup> Ed), (Boston: Pearson Education, 2012), p.309

<sup>65</sup>*Ibid*, p.310.

experimental design had to be applied. The research design can be presented as follows:

**Table 3**  
**Prettest and Posttest Design**

Select Experimental Group	Pre-test	Treatment Using Snakes and Ladders	Post-test
Select Control Group	Pre-test	Treatment Using Lecturing Technique	Post-test

*Pre and Posttest design adapted from John W. Creswell*

This research used two classes as the sample of this research of this research consisting of experimental class and control class. The experimental class was taught by using Snakes and Ladders as a treatment (X) and the control class was taught by using lecturing technique as a technique (Y). In this research, the two groups were given a pretest before treatment to know the students' early achievement in present perfect mastery. After that, the two groups were given posttest after treatment.

## **B. Variable of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individual or organization study.<sup>66</sup> There are two variables in this research, namely: independent variable and dependent variable. Independent variable is the major variable which investigated. It is the variable that is selected, manipulated, and

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<sup>66</sup> John W. Creswell. *Op. Cit*, p. 112

measured in the research. While the dependent the effect of the independent variable.<sup>67</sup>In this research, there are two variables as follows:

1. The independent variable of research is Snakes and Ladders as variable (X).
2. The dependent variable is the students' present perfect mastery as variable (Y).

### **C. Operational Definition of Variables**

This operational definition of variables is used to explain the variables in this research to avoid misconception of variables presented in this research. The operational definition of variables was as follows:

#### **1. Snakes and Ladders**

Snakes and Ladders is a kind of technique for teaching grammar especially present perfect to help the students in identifying and distinguishing the correct and incorrect ones.

#### **2. Present Perfect Mastery**

The students' present perfect mastery is the skill or ability in constructing a sentence which uses appropriate structure in present perfect form. It was indicated by the score achieved from test given.

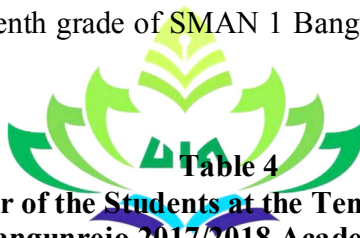
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<sup>67</sup>*Ibid*, p. 115-116

## D. Population, Sampling Technique and Sample of the Research

### 1. Population of the Research

Ary states that a population is defined as all members of any well defined class of people, events, or objects.<sup>68</sup> In the other words, population is a number of groups which she or he would like to find out results of the research to be reported. In this research, the population is the total number of the students at the tenth grade of SMAN 1 Bangunrejo in the academic year of 2017/2018.



**Table 4**  
**Total Number of the Students at the Tenth grade of SMAN 1 Bangunrejo 2017/2018 Academic Year**

No	Class	Gender		Total
		Male	Female	
1	X MIPA 1	12	12	24
2	X MIPA 2	10	13	23
3	X MIPA 3	11	14	25
4	X MIPA 4	10	14	24
5	X IPS 1	10	19	29
6	X IPS 2	12	17	29
7	X IPS 3	10	20	30
8	X IPS 4	9	21	30
Total		84	130	214

*Source: The data of documentation at the Tenth Grade of SMA N 1 Bangunrejo Central Lampug in the Academic Year of 2017/2018*

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<sup>68</sup>Donald Ary, *Introduction to Research in Education*, (8<sup>th</sup> Ed). (Belmont: Cengage Learning, 2010), p. 148.

## 2. Sampling Technique of the Research

In taking sample, the samples were taken from the population of the research by using cluster random sampling. This kind of probability sampling is referred to as cluster sampling because the unit chosen is not an individual but rather a group of individuals who are naturally together. These individuals constitute a cluster in so far as they are alike with respect to characteristics relevant to the variables of the study.<sup>69</sup> Here are the steps in determining the experimental class and control class:

- a. The symbols of alphabets from IPA 1 to IPA 4 and IPS 1 to IPS 4 were written on some small pieces of paper.
- b. Then those pieces of paper were rolled and put in box.
- c. The box was shaken and then two pieces of paper were taken would be sample.
- d. When the first paper was opened, it refers to a control class.
- e. Then, the box was mixed again.
- f. After that, the second taken paper is the experimental class in this research.
- g. Finally, it was concluded that the first paper as control class and the second paper which pulled out as experimental class.

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<sup>69</sup> *Ibid*,p. 154



### 3. Sample of the Research

According to Ary, “a sample is a portion of a population”. Sample is taken from a population in the area where we take this research. In this research, there were two classes as a sample of research. X MIPA 2 as experimental class was taught by using Snakes and Ladders, and X MIPA 3 as control class was taught by using lecturing technique.

### E. Data Collecting Technique

In this research the data were taken from :



#### 1. Pre-test

A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment *before* they receive a treatment, it is to know the students present perfect mastery before the treatment. The pretest that used by the researcher is an objective test in the form of multiple choices. Time allocation is 45 minutes. The result of pretest was compared with the posttest. The students' score was taken to know their present perfect mastery before giving the treatment.

#### 2. Posttest

A Posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>70</sup> The second is posttest which administered to the student in the class after the treatments to

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<sup>70</sup>John W. Creswell, *Op.Cit*, p. 297

find out whether their ability to memorize some present perfect tense increased or not, similar to the pretest, in the posttest the researcher used objective test in multiple choices. The post test was administered after given the pre-test and the treatment to know the students' present perfect mastery. The type of questions in present perfect is Multiple Choice Test and it has same difficulty and the scoring system as in the pretest.

#### **F. Instrument of the Research**

Creswell states instrument is a tool for measuring, observing, or documenting quantitative data.<sup>71</sup> In this research, the instrument of pre-test and posttest is Multiple Choice test which has 40 questions before validity test and the case is present perfect with four options a, b, c, and d. The present perfect included positive, negative, and interrogative form. The highest score the students could attain is 100 points and the lowest score is 0. The following is the table of the test specifications for pre- and posttest before validity test.

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<sup>71</sup> Ibid. p.151

**Table 5**  
**The Test Specifications For Pretest and Posttest before Validity Test**

Indicator	Number of items					
	Pre-Test		total	Post-Test		total
	Odd	Even		Odd	Even	
Have	1, 5, 13, 19	2, 8, 14, 20	8	1, 5, 13, 19	2, 8, 14, 20	8
Has	3, 9, 15, 21	6, 12, 18, 24	8	3, 9, 15, 21	6, 12, 18, 24	8
V3	7, 11, 17, 23	4, 10, 16, 22	8	7, 11, 17, 23	4, 10, 16, 22	8
Since	25, 27, 33, 37	28, 30, 36, 40	8	25, 27, 33, 37	28, 30, 36, 40	8
For	29, 31, 35, 39	26, 32, 34, 38	8	29, 31, 35, 39	26, 32, 34, 38	8
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>40</b>

Based on the table 4, the items were tried out by using the validity test. The test items before validity can be seen on appendix 6 and 8. After validity of the test, it was found the items which is valid. The items test can be seen in the table below:

**Table 6**  
**The Test Specifications For Pretest and Posttest after Validity Test**

Indicator	Number of items					
	Pre-Test		total	Post-Test		total
	Odd	Even		Odd	Even	
Have	19	8, 20	3	5, 13, 19	2, 8, 20	6
Has	9, 15, 21	12, 18, 24	5	3, 9, 15, 21	6, 12, 18	6
V3	7, 23	10	3	11, 17, 23	10	4
Since	33, 37	28, 30, 36	5	25, 27, 33	,30, 36	5

For	29, 31, 35, 39	26, 32, 34, 38	8	31	32	2
<b>Total</b>	<b>12</b>	<b>13</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>25</b>

Based on the table above, it can be seen that there are 25 questions for pretest and 25 questions for posttest. The specification included indicator has, verb, since, and for in positive, negative, and interrogative form in each distribution odd and even. It can be seen on appendix 10 and 12.

## G. Research Procedure

### 1. Planning



Before applying the research procedure, some planning were made to run application well. There were some steps which was planned. The procedures of this research are as follows :

#### 1) Determining the subject

The subject was determined first. In this case the tenth grade of SMAN 1 Bangunrejo was chosen as the subjects of the research, one class as the experimental class and other one as control class.

#### 1) Selecting Material

The material was selected based on curriculum for Senior High School.

#### 2) Preparing the Try Out

Kind of test were prepared that would be given to the students. She prepared the total number of the test items is 40 items. Then, the test

items were evaluated to get good items that would be used for pre-test and posttest.

### 3) Preparing the Pre-test

A kind of test (called pre-test) was prepared that would be given to the students. The pre-test was given in order to find out the students' ability before treatment. The researcher used the test instrument which has been tried out before.

### 4) Determining the Material to be Taught

After giving the pre-test for the students, the treatments were conducted in the control class and experimental class. The treatment conducted in three meetings, control class was taught the students by lecturing technique while in experimental class was taught by using Snakes and Ladders as an appropriate game for the students. The material was determined based on syllabus for Senior High School.

### 5) Preparing the posttest

A kind of test (called post-test) was prepared that would be given to the students. By giving the post-test, it was known the using of Snakes and Ladders could improve the students' present perfect mastery or not.

## **2. Application**

After making planning, the research procedures were applied that had been already planned. There are some steps in doing this research:

- 1) In the first meeting, the try out was given to the students out of sample.

These items test were multiple choices that consist of 40 items with four options.

- 2) In the second meeting, the pre-test was given to the sample classes. The test is Multiple Choice test with 4 options. The total number of the test items which already valid from the evaluation of try out test.

- 3) After giving the pre-test to the students, the treatments were conducted in experimental class and control class. There were three meetings in experimental class by using Snakes and Ladders while in control class by using lecturing technique.

- 4) In the last meeting, the post-test was given. The test was Multiple Choice Test with four options. The students got the same instrument for both classes in several situations. The total number of the test items had been valid before.

## **3. Reporting**

The last point in the research procedure was reporting. There were three steps in reporting. The steps are as follows:

- 1) Analyzing the data that was already tried-out.
- 2) Then, analyzing the data that was received from pre-test and posttest.

3) The last was making a report on the finding.

## H. Scoring System

The formula was used in scoring the students' work. The ideal highest score was 100. The score of the pretest and the posttest were calculated by using the following formula:  $S = \frac{R}{N} 100$

Note :

S : the score of the test

R : the total of the right answer

N : the total items<sup>72</sup>



## I. Try Out

Try out of the test was used to identify the effectiveness of the test before they used to collect data of the research and to identify whether the test could be administered or not. There was prepared 40 items in form of multiple choice questions. The administrating of try out would be used to know the validity and the reliability of the test. In this research, the try out was conducted on August 10<sup>th</sup> 2017 for try out of pre test and September 11<sup>th</sup> 2017 for try out of post test.

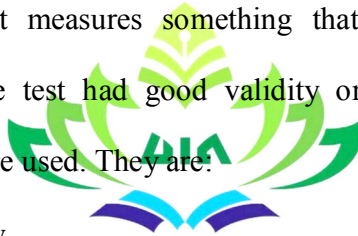
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<sup>72</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Edisi Revisi VI, (Jakarta: Rineka Cipta, 2010), p.271

## **J. Validity and Reliability of the Test**

### **1. Validity of the Test**

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.<sup>73</sup> Setiyadi says that generally validity is a measurement to show how far the measurement measures something that must be measured.<sup>74</sup> To measure whether the test had good validity or not, content validity and construct validity were used. They are:



#### **a. Content Validity**

According to Setiyadi, content validity associated with all the items contained in a measuring instrument.<sup>75</sup> It means that, to get content validity the test would be adapted with an English teacher and the students' book that the test appropriate with the material taught to the students. In other words, the tests were made based on the material in 2013 of English curriculum for Senior High School. To know whether the test has a good validity, the items of the test were discussed with the expert (the English teacher of SMAN 1 Bangunrejo). The result of the content validity stated that all items of the test were made based on

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<sup>73</sup>*Ibid*, p.211

<sup>74</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Pelajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.22

<sup>75</sup>*Ibid*, p.23



material in 2013 of curriculum for senior high school and the syllabus can be seen on appendix 14.

#### **b. Construct Validity**

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct.<sup>76</sup> It means construct validity concerned with whether the test is actually in line with the theory or not. Then the items should really show whether they have present perfect that has been taught or not, and should really measure the students' present perfect mastery. To know whether the test have a good construct validity, the items of the test were consulted to the English teacher of SMAN 1 Bangunrejo. The result of the construct validity stated that the items were ready to be tested because it has a good construct validity.

#### **c. Item Validity**

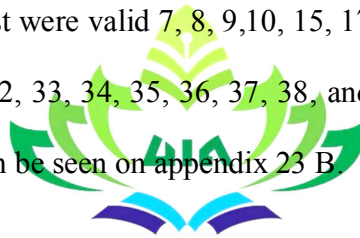
Item validity was used to measure whether the items of the test are valid or not. In this research, *SPSS* was used to calculate the data which was taken from the try out. The try out was conducted on August 10<sup>th</sup> 2017 for try out of pre test and September 11<sup>th</sup> 2017 for try out of post test. The try out was given to the students in X MIPA 1. It was done to find

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<sup>76</sup>James Schreiber & Kimberly Asner-Self, *Educational Research*, (USA: John Wiley & Sons, Inc, 2011), p .114

out the item validity of each items. The result of pretest items validity can be seen on appendix 23 A.

Based on the callculation by using *SPSS*, 25 items of the 40 try out items for pre test were valid. They were item number 2, 3, 5, 6, 8, 9, 10, 11, 1, 13, 15, 17, 18, 19,20, 21, 23, 25, 27, 28, 30, 31, 32, 33, and 36. While for the items for post test, there were 25 items of the 40 try out items for post test were valid 7, 8, 9,10, 15, 17, 18, 19, 20, 21, 23, 24, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39 . The result of posttest items validity can be seen on appendix 23 B.



## **2. Reliability of the Test**

Reliability means that scores from an instrument are stable and consistent.<sup>77</sup> A test is reliable if the test is able to give constant result eventhough the test is given repeatedly to the same individualsor sample. Reliability test consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of a test. Consider the following possibilities fluctuations in the students, in scoring, in test administration and the test itself.<sup>78</sup> In this research, *SPSS* was used to calculate the reliability of the test.

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<sup>77</sup>Creswell, *Op.Cit*, p.159

<sup>78</sup>H Doughlas Brown, *Language Assessment Principles and Classroom Practices*,(San Fransisco: Longman, 2003),pp.20-21

Below are the criteria of reliability test:

0.800 – 1.000	: Very high
0.600 – 0.800	: High
0.400 – 0.600	: Medium
0.200 – 0.400	: Low
0.0 – 0.200	: Very low <sup>79</sup>

**Table 7**

**Reliability Statistics of Pretest**

Correlation Between Forms		.719
Spearmen-Brown Coefficient	Equal Length	.837
	Unequal Length	.837
Guttman Split-Half Coefficient		.836

Based on the Table 7, it can be seen that the result of spearman-Brown test on pretest was 0.837 and  $r = 0.428$ . It means that the reliability of pretest items were very high. It can be seen on appendix 24 A.

**Table 8**

**Reliability Statistics of Posttest**

Correlation Between Forms		.856
Spearmen-Brown Coefficient	Equal Length	.923
	Unequal Length	.923
Guttman Split-Half Coefficient		.921

Based on the Table 8, it can be seen that the result of spearman-Brown test on posttest was 0.923 and  $r = 0.428$ . It means that the reliability of posttest items were very high. It can be seen on appendix 24 B.

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<sup>79</sup>*Ibid*p.75

## K. Data Analysis

To analyze the data, parametric statistics, t-test, was used. In parametric statistics, there are assumptions which must be fulfilled, they are normality test and homogeneity test.

### 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

#### a. Normality Test

The normality test is used to measure weather the data have a normal distributed or not.<sup>80</sup> When the data has been collected, the normality test was applied. In this research, statistical computation by using SPSS (*Statistical Program for Social Science*) was used for normality of test. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

$H_o$  = The data are normally distributed.

$H_a$  = The data are not normally distributed.

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<sup>80</sup>Ag. Bambang Setiyadi, *Op.Cit*, p.169

The criteria are as follows :

$H_0$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig.} < \alpha = 0.05$

#### **b. Homogeneity Test**

After the normality test, the homogeneity of the test was determined.

The test was intended to test whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity of the test. The test of homogeneity employed is Levenes statistic test.

The hypotheses for the homogeneity test are formulated as follows :

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for the homogeneity test are:

$H_0$  is accepted if  $\text{sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig.} < \alpha = 0.05$

## L. The Hypothetical Test

The data of this research was statistically analyzed. Group pretest-posttest design was used where there were two groups (control and experimental), so the data of the research was statistically analyzed by independent sample test to compare the mean of two different data from different groups. In this case, statistical computation by using SPSS (*Statistical Program for Social Science*) was used.

The hypotheses are :

$H_a$  : There is a significant influence of using Snakes and Ladders towards students' present perfect mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo in the academic year of 2017/2018.

$H_o$  : There is no a significant influence of using Snakes and Ladders towards students' present perfect mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo in the academic year of 2017/2018.

While the criteria acceptance or rejection of hypotheses are:

$H_o$  is accepted if  $\text{sig.} > \alpha = 0,05$

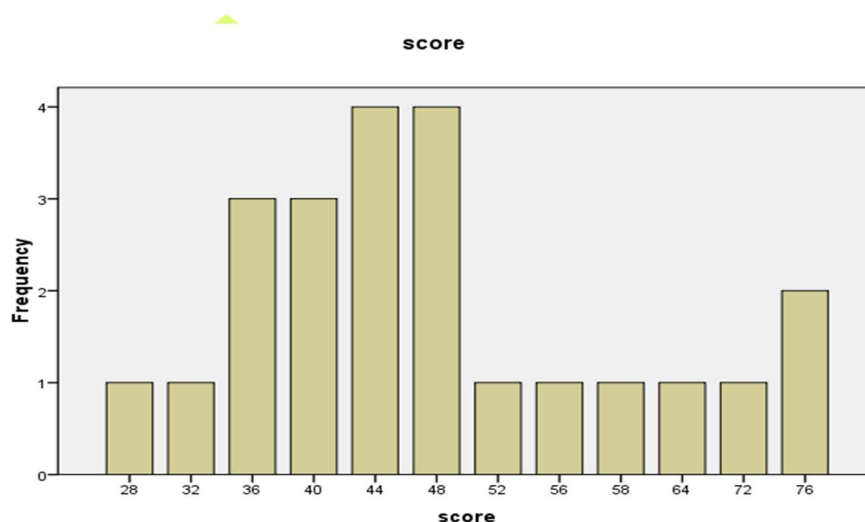
$H_a$  is accepted if  $\text{sig.} < \alpha = 0,05$

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of Pre-test

The pre-test was conducted in order to see students' present perfect tense mastery before the treatment. The scores of the students' present perfect tense mastery that were tested in pre-test can be seen in Figure 3 and Figure 4.



**Figure 3**  
**The Result of Pre-Test of Experimental Class**

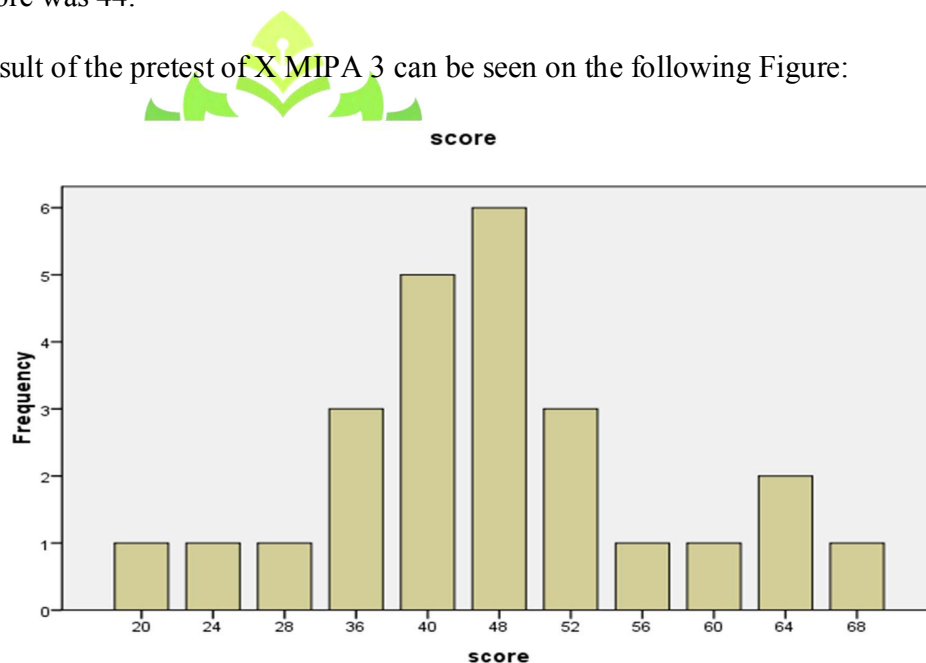
Based on the Figure 3, it can be concluded that there was one student who got 26 score. There was one student who got 32 score, there were three students who got 36, there were three students who got 40. There were four students who got 44 score. There were four students who got 48 score. There was one students who got 52 score, there was one students who got 56 score. There was one students who got 58 score, there was one students who got 64 score. There was one students who got 72 score and only two student got 76 score. For the statistics of the result of pre-test of X MIPA 2, it can be seen on Table 9.

**Table 9**  
**Statistics of the Result of the Pretest of X MIPA 2**

Statistics	Score
Mean	48.26
Minimum	26
Maximum	76
Median	44
Mode	44

Based on Table 9, it showed that the mean of pretest score in X MIPA 2 as the experimental class was 48.26. The maximum score was 76 and the minimum score was 26. The median score was 44 and the mode score was 44.

The result of the pretest of X MIPA 3 can be seen on the following Figure:



**Figure 4**  
**The Result of Pre-Test of Control Class**

From figure 4, it can be concluded that only one students got 20 score. There was one student who got 24. There was one student who got 28 and three students who got 36 score. There were five students who got 40 score. There were six students who got 48 score and three student who got 52 score. There was one student who got 56 and one student who got 60 score. There were two students who got 64 and only one student who got 68 score.



**Table 10**  
**Statistics of the Result of the Pretest of X MIPA 3**

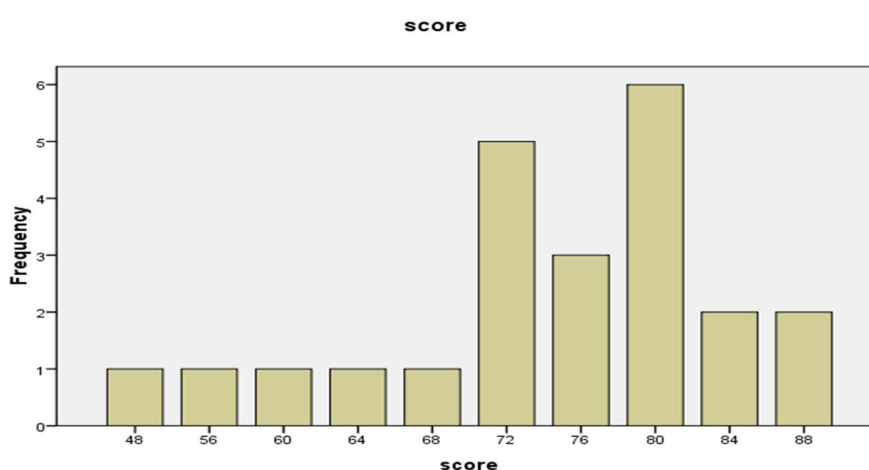
Statistics	Score
Mean	45.44
Minimum	20
Maximum	68
Median	48
Mode	48

Based on Table 10, it showed that the mean of pretest score in X MIPA 3 as the control class was 45.44. The maximum score was 68 and the minimum score was 20. The median score was 48 and the mode score was 48.



## 2. Result of Post-test

The researcher also conducted post-test in order to know students' present perfect tense mastery after the treatment. The scores of the students' present perfect tense mastery that were tested in post-test can be seen in Figure 5 and Figure 6.



**Figure 5**  
**The Result of Post-Test of Experimental Class**

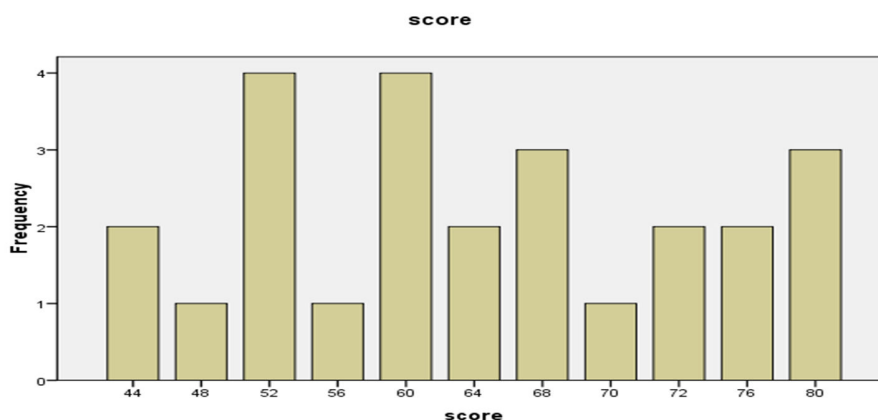
Based on figure 5, it can be concluded that there was one student who got 46 score. There was one student who got 56 score, there was one student who got 60 score, and one student who got 64

score, there was one student who got 68 score, there were five students who got 72 score, there were three students who got 76 score, there were six students who got 80 score. There were two students who got 84 score, and two students who got 88 score. For the statistics of the result of posttest of X MIPA 2, it can be seen on Table 11:

**Table 11**  
**Statistics of the Result of the Posttest of X MIPA 2**

Statistics	Score
Mean	74.26
Minimum	48
Maximum	88
Median	76
Mode	80

Based on Table 11, it showed that the mean of post test score in X MIPA 2 as the experimental class was 74.26. The maximum score was 88 and the minimum score was 48. The median score was 76 and the mode score was 80. The result of the post test of X MIPA 3 can be seen on the following Figure:



**Figure 6**  
**The Result of Post-Test of Control Class**

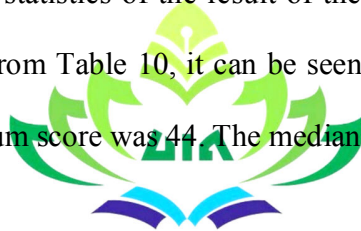
While for the posttest score of X MIPA 3 as the control class, it can be seen in figure 6. From figure 6, it can be concluded that there were two students got 44 score, there was one student who got 48 score, there were four students who got 52 score, there was one students who got 56 score, there were four students who got 60 score, there were two students who got 64 score, there were three

students who got 68 score, there was one student who got 70 score, there were two students who got 72 score, there were two students who got 76 score, and three students got 80 score.

**Table 12**  
**Statistics of the Result of the Post test of X MIPA 3**

Statistics	Score
Mean	63.12
Minimum	44
Maximum	80
Median	64
Mode	52

While for the statistics of the result of the post test of X MIPA 3 as the control class it can be seen in Table 10. From Table 10, it can be seen that the mean score was 63.12. The maximum score was 80. The minimum score was 44. The median score was 64. The mode score was 52.



## **B. Result of Data Analysis**

### **1. Fulfillments of the Assumption**

#### **a. Result of Normality Test**

The researcher did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

While the criteria for the normality test are as follow :

$H_0$  is accepted if  $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

**Table 13**  
**The Result of Normality Test of Experimental and Control Class**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
teknik		Statistic	df	Sig.	Statistic	df	Sig.
Gain	experimental	.168	23	.092	.939	23	.172
	control	.144	25	.190	.930	25	.085

a. Lilliefors Significance Correction

Based on the Table 13, it can be seen that Sig ( $p_{\text{value}}$ ) for experimental class was 0.172 and Sig. ( $p_{\text{value}}$ ) for control class was 0.085 and  $\alpha = 0.05$ . It means that Sig ( $p_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. The conclusion is the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows :

$H_0$  = The variance of the data is homogenous

$H_a$  = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

$H_0$  is accepted if Sig ( $p_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig ( $p_{\text{value}}$ )  $< \alpha = 0.05$

**Table 14**  
**The Result of Homogeneity Test in Experimental and Control Class**

		Levene Statistic	df1	df2	Sig.
gain	Based on Mean	.289	1	46	.593
	Based on Median	.216	1	46	.644
	Based on Median and with adjusted df	.216	1	45.985	.644
	Based on trimmed mean	.271	1	46	.605

Based on the Table 14, it can be seen that Sig ( $p_{\text{value}}$ ) based on mean was 0.593, and  $\alpha = 0.05$ . It means that Sig ( $p_{\text{value}}$ )  $> \alpha$  and  $H_0$  is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

### c. The Result of Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

$H_0$  = There is no significant influence of using snakes and ladders board game towards students' present perfect tense mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.

$H_a$  = There is a significant influence of using snakes and ladders board game towards students' present perfect tense mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in academic year of 2017/2018.

While the criteria for acceptance and rejection of the hypothesis are:

$H_0$  is accepted if Sig. ( $p_{\text{value}}$ )  $> \alpha = 0.05$

$H_a$  is accepted if Sig. ( $p_{\text{value}}$ )  $< \alpha = 0.05$

**Table 15**

#### The Result of Independent Samples Test

Levene's Test for Equality of Variances	t-test for Equality of Means
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									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed )	Mean Differ ence	Std. Error Differe nce	Lower	Upper
Gain	Equal variances assumed	.289	.593	2.737	46	.009	7.885	2.881	2.086	13.684
	Equal variances not assumed			2.729	44.896	.009	7.885	2.890	2.065	13.706

Based on the results obtained in the table above, it's clear that the value of significant generated Sig. ( $p_{\text{value}}$ ) or Sig. (2-tailed) of the equal

variance assumed = 0.009, and  $\alpha = 0.05$ . It means that Sig. ( $p_{\text{value}}$ ) <  $\alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was any influence of using snakes and ladders board game toward students' present perfect tense mastery at the tenth grade of SMAN 1 Bangunrejo Central Lampung.

### C. Discussion

The research had been conducted since August 10<sup>th</sup>, 2017. The objective of this research is to find out the influence of using snakes and ladders towards students' mastery in present perfect tense at the tenth grade students of SMAN 1 Bangunrejo Central Lampung in the academic year 2017/2018. This research has been carried through six steps. They involved try out test, pre-test, three times treatments and post-test. At the beginning, before the test was used as an instrument to collect the data, it has been tried out to the students in tryout class. In the tryout the researcher prepared 40 items as the instrument of the test for pretest and 40 items for posttest. After gave try out, the researcher calculated test item to know validity of the test. The result showed that 25 items of the pre test and posttest instrument were valid

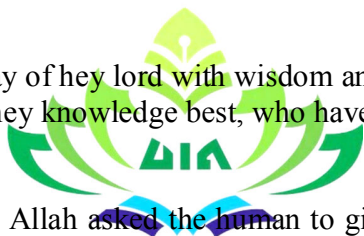
Secondly, the pretest was given to know students present perfect tense mastery before they were given treatments. The test was multiple choice questions that consist of 25 items. In the pretest, it was found that students' pretest score in control class was lower than experimental class. It can be seen from the

mean of students' pretest score in control class was 45.44, while the mean of students' pretest score in experimental class was 48.26.

Thirdly, the step was giving treatment to the students in three times. The treatments were teaching present perfect tense by using snakes and ladders in experimental class and lecturing technique in control class. As mention in Surah An-Nahl verse 125:

أَدْعِ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite (all) the way of hey lord with wisdom an preaching; and argue with them in ways that are best and most gracious, for they knowledge best, who have strayed from his path, and who receive guidance.”<sup>81</sup> (An-Nahl-125).



From verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right technique. It means that the good technique should be used by the teacher in order to make the teaching learning process run well.

The treatment in experimental class was conducted on August 23<sup>rd</sup>, 2017. At the first meeting, the researcher greeted the students, checked their attendance list. Then the researcher, as a teacher, explained about the material to be taught. The Students are required to understand sentence patterns of present perfect tense. The researcher divided the students into several groups which consist of 4 students in each group. Then researcher gave each group a snakes and ladders board, a dice, and a counter for each students. After that, the researcher explained to the students what snakes and ladders itself and demonstrated how to play the game. After that, the researcher made the discussion about the result with the student and told how to correct the mistake in the sentences. Student whose score takes him to or beyond finish was as winner. In the second and third meeting, the researcher did the same activities to teach students as what the researcher did the in the first meeting. The difference in every meeting was in the sentences given on the board.

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<sup>81</sup> A. Yusuf Ali, *The Holy Qur'an, Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.3422

The post-test was held on September 9<sup>th</sup> 2017. In post-test activity, the researcher gave the posttest to know the students ability after the treatment given. After post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 48.26 and in the post-test was 74.26 while the mean of pre-test score of 45.44 control class was and in the post-test was 63.12.

From the pretest and posttest score, normality of the data was tested. From normality test, it showed that the data were normal. After the normality test, the researcher analyzed the data of homogeneity test and it showed that the data were homogeneous. According to the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test.

The result of the calculation by SPSS, sig.( 2-tailed) of equal variance assumed in independent sample test table is 0.009. It is lower than  $\alpha = 0.05$ . it means that the hypothesis null ( $H_o$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted.

From the analysis above, it can be interpreted that the students using snakes and ladders game in teaching present perfect could improve students' present perfect tense mastery . It was found that the students who were taught by using snakes and ladders have increased in their grammar especially in present perfect tense mastery. It might be due to in snakes and ladders the students were highly involved in memorize the present perfect form and students more fun and concentration in learning process. It is supported by Hadfield, that a game is an activity with rules, a goal and an element of fun.<sup>82</sup>

Therefore, it can be concluded that Snakes and Ladders is interesting and effective technique. The reason is Snakes and Ladders can create a friendly atmosphere between the teacher and students and also make the students fun and relax in playing game. Beside that this game makes the student be brave to correct the mistake and learn from others. Snakes and ladders has been improved to be an educational game

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<sup>82</sup> Jill Hadfield, *Intermediate Vocabulary Games* (London: Longman, 1999), p.4



by answering some questions while playing.<sup>83</sup> The teacher can create and modify the game according to the students needs in teaching learning process. But the teacher should be able to manage the time so that this game can run well and the teacher must explain the rules of the game clearly to make the game run well.

The finding of this research is relevant with some previous studies. The finding of this research has enriched the previous ones where snakes and ladders has been effective to increase students' mastery of language skills and components. It was supported by the previous research conducted by Pratiwi, snakes and ladders can improve student's speaking ability.<sup>84</sup> And similar research conducted by Kamali, Snakes and Ladders can improve students' vocabulary achievement.<sup>85</sup>

From the explanation above, it can be concluded that there is influence of using snakes and ladders towards students' present perfect tense mastery at the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018.



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<sup>83</sup>C.N.Quinn, "Engaging Learning Instructional Technology,". Available at: <http://itechl.coe.edu/itforum/paper18/paper18.html>,1997

<sup>84</sup>Agnes Ambar Pratiwi, *Improving Students' Speaking Ability Using Th Snakes And Ladders Board Game At 11th Grade Of Saint Pius X Vocational High School Magelang* (S1 Thesis, Universitas Sanata Dharma 2016), p. 58

<sup>85</sup> Lailiyah Kamali, *The Effect of Using Snake and Ladder Game on the eight grade students' vocabulary achievement at SMPN 1 Jenggawah in the 2012/2013 Academic Year* (S1 Thesis, Jember University, 2014), p. xiv.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research that was carried out in SMAN 1 Bangunrejo Central Lampung in the academic year of 2017/2018, the researcher might draw conclusions as follows :

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using snakes and ladders towards students' present perfect tense mastery at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.009. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

By using snakes and ladders, the students become more active to follow the learning process. Furthermore, snakes and ladders was effective in increasing students' ability in grammar. The case in both groups was the same that there was in improvement in each group's cognitive ability. However, the improvement on control group was not as much as on the experimental group. It means that the using of snakes and ladders was more effective to improve the students' ability in present perfect tense than the using of lecturing technique.

#### **B. Suggestion**

Based on the result of this research, the researcher proposed suggestions as follows:

##### **1. For the teacher**

- a. Considering the game, suggests the English teacher will apply snakes and ladders game is one of the ways in teaching grammar especially in present perfect tense because it can help students be more relaxed, motivated and active in learning.

- b. Considering the students problem in grammar mastery during the treatments, suggests the teacher should give students more exercise in grammar especially present perfect tense.
- c. The teachers should explained the rules of the game clearly and repeat it several times to avoid the students misunderstanding the rules. It can make the game run well.

## **2. For the students**

- a. The students should learn and practice English material more in order to improve their grammar skill especially in present perfect tense.
- b. The students must create high motivation in themselves to be able to follow the learning process very well.



## **3. For the school**

The school should provide facility, tools and material to support the students to make better snakes and ladders board game, so that students can develop their mastery in English competency.

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# APPENDIX



Appendix 1

**INTERVIEW GUIDELINE FOR TEACHER**

1. Sejak kapan Anda mulai mengajar bahasa Inggris disekolah ini?
2. Apa saja kesulitan yang Anda hadapi ketika mengajar tenses, khususnya present perfect tense?
3. Teknik apa yang digunakan dalam mengajar present perfect tense?
4. Bagaimana respon siswa ketika belajar present perfect tense?

Appendix 2

**INTERVIEW GUIDELINE FOR STUDENTS**

1. Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !
2. Apakah ada kesulitan saat kalian belajar present perfect tenses?
3. Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?
4. Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?



Appendix 4

**THE RESULT OF INTERVIEW WITH THE STUDENTS  
IN THE PRELIMINARY RESEARCH**

No	Name of Student and Question	Aswer	Conclusion
1	<b>Anitha Kuswanti (X IPA 1)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka.	Suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tense?	Ada, kata-katanya itu sulit, terus sulit juga mengerti artinya.	Kesulitannya adalah minimnya kosa kata yang dimiliki sehingga sulit mengartikannya.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Biasanya ditulis dipapan tulis, lalu dijelaskan, kemudian dikasih contoh. Diulang-ulang sampai bisa.	Diberi contoh dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Baik, sabar, jelas, tapi terkadang kurang paham.	Kurang jelas.
2	<b>Laila Nur Rokhman (X IPA 1)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Tidak suka karena sulit dimengerti bahasa dan artinya	Tidak suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tense?	Susah menentukan verbnya. Susah juga mengingat rumusnya	Sulit dalam perubahan bentuk kata kerja dan kesulitan dalam mengingat rumus tenses.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Diberi contoh, kemudian membuat kalimat.	Diberi contoh dan latihan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Kurang dipaparkan.	Kurang pemaparan.
3	<b>Madinatul Munawaroh (X</b>	Suka, karena menurut	Suka

	<b>IPA 2)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	saya Bahasa Inggris itu menarik.	
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Iya. Cara menyusunnya terbalik-balik.	Kurang menguasai struktur.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Dari contoh kemudian dijelaskan.	Diberi contoh dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Responnya ada yang serius, tapi ada juga muridnya kadang nggak mau dengerin, gurunya emosi, dan disuruh keluar.	Murid kurang tertarik dengan teknik yang digunakan.
4	<b>Rizka Umi Nurjanah (X IPA 2)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Tidak suka karena penggunaan bahasanya di bolak-balik dan <i>Verb</i> (kata kerja) yang berubah-ubah serta kurang menguasai <i>vocabulary</i> sehingga sulit memahami artinya.	Tidak suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Sulit menempatkannya. Kadang has dan have nya sering tertukar.	Penggunaan has/have.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Dikasih contoh, disuruh mengerjakan soal	Diberi contoh dan latihan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Terkadang menarik tetapi terkadang membosankan.	Kurang menarik
5	<b>Fiky Billah Amalia (X IPA 3)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena Bahasa Inggris merupakan bahasa global jadi harus bisa.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Kesulitannya saat memindahkan kata kerja pertama ke kata kerja ketiga.	Membaca dan mengartikan.

	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Mengamati contoh yang ditulis dipapan tulis kemudian gurunya menjelaskan. Dan disuruh membuat kalimat lain.	Mengamati contoh dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Jelas. Tapi kurang dipaparkan.	Kurang dipaparkan.
6	<b>Lutfia Azhar (X IPA 3)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Tidak suka karena susah.	Tidak suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Itu kan bahasa inggris, jadi tidak tahu artinya. Jadi susah.	Tidak mengerti arti.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Baca buku dulu, jika kurang paham gurunya menjelaskan. Dan diberi latihan soal.	Mengamati dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Kurang jelas.	Kurang jelas.
7	<b>Yudha Wahyu Perdana (X IPA 4)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Kurang suka karena kata-katanya sulit dipahami.	Kurang suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Kata-katanya susah. Rumusnya sering terbalik-balik.	Minimnya vocab dan struktur.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Diberi contoh kemudian dijelaskan.	Diberi contoh dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Kadang sering lupa rumusnya kalau sudah dijelaskan.	Sering lupa strukturnya.
8	<b>Hiqnan Dzundil Haq (X IPA 4)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan	Kurang suka karena sulit memahami arti.	Kurang suka

	alasanya !		
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Susunan kata-katanya itu susah. Soalnya tobe nya apa terus subjectnya apa.	Kesulitan dalam pemilihan to be.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Disuruh mencari kata-katanya dalam teks kemudian dibahas.	Mengamati tenses yang telah disediakan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Kurang dijelaskan.	Kurang jelas.
9	<b>Siti Yasinta (X IPS 1)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Terkadang suka tetapi terkadang tidak suka. Suka karena Bahasa Inggris adalah bahasa Internasional.	Terkadang suka dan terkadang tidak.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Verb 3 agak susah dicari.	Kesulitan menemukan bentuk kata kerja ketiga.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Dijelaskan. Diberi contoh. Jika sudah mengerti disuruh mmbuat kalimat.	Dijelaskan dan diberi contoh.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Jelas.	Jelas.
10	<b>Nanda Bagus Sadewa (X IPS 1)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena dengan belajar Bahasa Inggris jadi tahu arti ketika mendengar lagu atau film dalam Bahasa Inggris.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Menyusun katanya. Kadang terbalik-balik kata kerjanya dan penggunaan has/have.	Penggunaan verb.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Buka buku, baca dulu, dan dijelaskan gurunya. Kemudian latihan membuat kalimat.	Mengamati dan dijelaskan kemudian latihan.
	Apa pendapat kalian tentang teknik/cara yang digunakan	Gurunya enak. Gampang mudeng.	Menyenangkan.

	guru kalian dalam mengajar present perfect tense?		
11	<b>Putri Nindi S. (X IPS 2)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena gurunya menyenangkan.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Kurang mengerti penempatan verb nya	Kesulitan penggunaan kata kerja.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Dengan LCD kemudian dijelaskan.	Dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Menarik dan penjelasannya sangat jelas dan mudah dipahami.	Menarik .
12	<b>Lulu Kurniati (X IPS 2)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Kadang suka, kadang tidak suka tetapi sebenarnya menarik.	Kurang suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Kurang memahami arti dalam sebuah kosa kata Bahasa Inggris dan menyusun kalimat.	Kurang menguasai vocab dan grammar.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Biasanya ditulis. Dijelaskan dan diulang-ulang.	Diberi contoh dan dijelaskan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Menarik dan mudah dipahami.	Menarik.
13	<b>Agustina Mega Ningrum (X IPS 3)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena Bahasa Inggris adalah bahasa Internasional.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Sering keliru menentukan has dan have.	Penggunaan has/have.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Ditulis dipapan tulis dan disuruh membuat kalimat.	Diberi contoh dan latihan.

	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Kurang dijelaskan.	Kurang jelas.
14	<b>Juanda Saputra (X IPS 3)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka. Karena gurunya menyenangkan.	Suka.
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Sulit kosa katanya dan verbnya.	Vocabulary.
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Diberi contoh. Biasanya ada yang diberi tahu kata-katanya dan dijelaskan.	Diberi contoh dan dijelaskan
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Muridnya banyak yang tanggap.	Menyenangkan.
15	<b>Niken Fery Febriyanti (X IPS 4)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena pelajarannya menyenangkan.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Memindahkan verb1 ke verb 3.	Verb
	Apa teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Contoh yang ada jika belum paham maka dijelaskan. Dan latihan soal.	Diberi contoh dan dijelaskan serta latihan.
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Menyenangkan.	Menyenangkan.
16	<b>Rosyana (X IPS 4)</b> Apakah kalian menyukai Bahasa Inggris ? Berikan alasannya !	Suka karena Bahasa Inggris menarik dan mendunia.	Suka
	Kemarin kan sudah belajar present perfect tense. Apakah ada kesulitan saat kalian belajar present perfect tenses?	Salah dalam penggunaan kata. Dan kurang mengertinya tentang tenses tersebut.	Verb dan struktur.
	Apa teknik/cara yang digunakan guru kalian dalam	Dijelaskan dan disuruh membuat kalimat.	Dijelaskan.

	mengajar present perfect tense?		
	Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar present perfect tense?	Membosankan karena suara gurunya kurang keras dan jelas.	Membosankan

## Appendix

### THE RESULT OF INTERVIEW WITH THE TEACHER IN THE PRELIMINARY RESEARCH

No	Question	Answer	Conclusion
1	Sejak kapan Anda mulai mengajar bahasa Inggris disekolah ini?	Saya mengajar disekolah ini sejak tahun 2009, jadi sudah sekitar 8 tahun saya mengajar di SMAN ini sebagai guru bahasa Inggris	Guru tersebut sudah mengajar bahasa Inggris selama 8 tahun.
2	Apa saja kesulitan yang Anda hadapi ketika mengajar tenses, khususnya present perfect tense?	Untuk guru sepertinya tidak ada kesulitan karna sudah ada panduannya. Hanya saja kesulitan ada di siswa jika mereka tidak membawa dictionary. untuk merubah kata kerja bentuk ketiga mereka harus membuka dictionary. Saat diajarkan sepertinya sudah paham, tetap jika disuruh untuk menerapkan tenses tersebut dalam sebuah kalimat masih banyak yang salah. Lupa lagi. Kemudian juga karena vocab nya terbatas juga.	Trdapat beberapa permasalahan siswa ketika belajar bahasa inggris diantaranya adalah perubahan kata kerja serta kosa kata yang terbatas, serta lupa form dari present perfect tense.
3	Teknik apa yang digunakan dalam mengajar present perfect tense?	Ya pakai metode ceramah. Jadi guru menjelaskan matrinnya. Murid diberikan contoh kalimat dalam bentuk present perfect atau dari teks atau wacana, kemudian siswa mengamati dan menyimpulkan tenses	Guru tersebut menggunakan <i>lecturing technique</i> dalam mengajar grammar khususnya present perfect tense.

		tersebut. Kemudian guru mengkonfirmasi. Serta latihan membuat kalimat sebagai <i>feedback</i> kita.	
4	Bagaimana respon siswa ketika belajar present perfect tense?	Responnya aktif. Yang tidak paham langsung Tanya. Supaya lebih aktif lagi, maka menggunakan kuis ‘raise your hand’ kemudian bagi anak yang maju dan benar membuat kalimat diberikan poin tambahan sebagai reward.	Siswa aktif dalam kegiatan pembelajaran.





#### **Appendix 4**

##### **Test item for Try Out of Pre-Test**

Subject : English

Sub subject matter : Present Perfect Tense

Class/semester : X/1

Time allocation : 90 minutes (2x45)

**Choose the correct answer by crossing a, b, c, or d!**



1. Rasya and I ..... finished our homework.

- |         |         |
|---------|---------|
| a. has  | c. did  |
| b. have | d. does |

2. I ..... not seen that movie.

- |         |         |
|---------|---------|
| a. has  | c. have |
| b. does | d. did  |

3. Sandra ..... seen the movies.

- |         |            |
|---------|------------|
| a. Have | c. doesn't |
| b. Has  | d. didn't  |

4. Linda has.....a car.

- |              |               |
|--------------|---------------|
| a. never had | c. never have |
| b. has       | d. have       |

5. The kids ..... not played the dolls.

- |         |         |
|---------|---------|
| a. Have | c. has  |
| b. Did  | d. does |

6. Selly ..... studied English.

- |          |               |
|----------|---------------|
| a. were  | c. have never |
| b. don't | d. has        |

7. Have they .....to Bali?

- |             |              |
|-------------|--------------|
| a. Went     | c. gone      |
| b. Has gone | d. have gone |

8. We .....gone to Bali.

- |           |             |
|-----------|-------------|
| a. Wasn't | c. has not  |
| b. Don't  | d. have not |

9. .... she studied English?

- |        |         |
|--------|---------|
| a. Has | c. have |
| b. Do  | d. does |

10. Have you ever ..... a horse?

- |           |         |
|-----------|---------|
| a. riding | c. ride |
| b. ridden | d. rode |

11. Sarah has..... The Conjuring movie.

- |           |        |
|-----------|--------|
| a. seen   | c. saw |
| b. seeing | d. see |

12. Fahri ..... played football.

- |           |         |
|-----------|---------|
| a. did    | c. has  |
| b. didn't | d. have |



13. My brothers ..... read that book.

- a. Haven't                      c. doesn't
- b. Hasn't                      d. wasn't

14. ....we gone to Bali?

- a. Has                              c. was
- b. Have                              d. does

15. ....he lost his bicycle?

- a. Have                      c. does
- b. Did                      d. has

16. Sasha hasn't..... Spanish.

- a. learn                      c. learned
- b. learning                      d. learns

17. Have you ever ..... anything valuable?

- a. Found                      c. find
- b. Finds                      d. finding

18. Shania..... traveled to South Korea many times.

- a. Have                      c. was
- b. Has                      d. is

19. ....you ever visited Mexico?

- a. are                      c. Have
- b. has                      d. does

20. They ..... played basketball three times this week.

- a. were                              c. has
- b. did                              d. have

21. .... Zaky ever seen that movie?

- a. have                      c. does
- b. do                      d. has

22. Has Palupi Regina .....several books?

- a. write                      c. writes
- b. wrote                      d. written

23. I have..... at that restaurant twice.

- a. eaten                      c. ate
- b. eats                      d. eat

24. ....your father ever visited Mexico?

- c. are                      c. Have
- d. does                      d. has



25. She has written many novel since .....
- Two years
  - 2003
  - several weeks
  - three months
26. I have known him for.....
- 1999
  - many years
  - I was child
  - he was young
27. Has George studied in France .....2015?
- for
  - in
  - on
  - Since
28. Have you danced since.....?
- you were small
  - Two months
  - many times
  - several years
29. I have lived in London for .....
- Six months
  - 2004
  - I was six
  - I was a teenager
30. I have lost so much flexibility..... I injured my leg.
- for
  - and
  - since
  - so
31. She has taught me for .....
- 2007
  - I was eighteen
  - last year
  - A long time
32. Has Leila had her new laptop ..... a month?
- since
  - For
  - at
  - on
33. We haven't met ..... We were five years old.
- since
  - But
  - and
  - for
34. She hasn't lived here for .....
- She was ten
  - Last month
  - Three years
  - 2015
35. Have they worked in the office ..... seven years?
- on
  - for
  - since
  - at
36. We have won lots of matches since .....
- five years
  - many times
  - several months
  - Vincent joined the team



37. Has Owen studied German ..... he was six?  
a. since                                      c. but  
b. and                                         d. for
38. My sister hasn't practiced the piano .....a month.  
a. in    c. at  
b. for                                         d. since
39. Has he played soccer for .....?  
a. He was child                              c. he was teenager  
b. He was seven    d. 10 years
40. I haven't seen Rasya since .....  
a. Three times                                c. three weeks  
b. Many times                                d. March

.....Good Luck .....



#### **Appendix 4**

##### **Test item for Try Out of Post-Test**

Subject : English

Sub subject matter : Present Perfect Tense

Class/semester : X/1

Time allocation : 90 minutes (2x45)

**Choose the correct answer by crossing a, b, c, or d!**



41. Adli and I ..... painted our room.

- |         |         |
|---------|---------|
| c. have | c. did  |
| d. has  | d. does |

42. Kesya and Tasya ..... not finished their task.

- |         |         |
|---------|---------|
| c. has  | c. have |
| d. does | d. did  |

43. Mahendra ..... cut his hair.

- |         |            |
|---------|------------|
| c. Has  | c. doesn't |
| d. Have | d. didn't  |

44. I have.....a motorcycle.

- |              |               |
|--------------|---------------|
| c. never had | c. never have |
| d. has       | d. have       |

45. They ..... never joined the circus.

- |         |         |
|---------|---------|
| c. did  | c. has  |
| d. Have | d. does |

46. Satya ..... Written a poem.

- |          |               |
|----------|---------------|
| c. were  | c. have never |
| d. don't | d. has        |



47. Have you ever .....a plane?

- |            |           |
|------------|-----------|
| c. missing | c. missed |
| d. miss    | d. misses |

48. My father .....lost his documents.

- |            |             |
|------------|-------------|
| c. Wasn't  | c. Don't    |
| d. has not | d. have not |

49. .... they ever acted on stage?

- |        |         |
|--------|---------|
| c. Has | c. have |
| d. Do  | d. does |

50. Have you ever ..... a final test?

- |           |            |
|-----------|------------|
| c. failed | c. fails   |
| d. fail   | d. failing |

51. Tora has..... The singing contest.

- |        |          |
|--------|----------|
| c. won | c. winer |
| d. win | d. wins  |

52. Tomy's friend ..... lied about her age.

- |        |           |
|--------|-----------|
| a. did | c. didn't |
| b. has | d. have   |

53. My sisters ..... read that novel.

- c. Hasn't                      c. Haven't
- d. Didn't                      d. wasn't

54. ....you ever made a really silly mistake?

- a. Has                                      c. was
- b. does                                      d. have

55. .... she borrowed your clothes?

- c. Has                                      c. does
- d. Did                                      d. have

56. Ben hasn't..... this semester.

- a. Work hard                      c. worked hard
- b. Working hard                      d. works

57. Has your mother ever ..... anything valuable?

- c. Found                                      c. find
- d. Finds                                      d. finding

58. Shania..... Eaten at that restaurant many times.

- c. Have                                      c. was
- d. Has                                      d. is

59. ....they ever visited New Zealand?

- e. are                                      c. Have
- f. has                                      d. does

60. my friend and I ..... played tennis three times this week.

- a. were                                      c. has
- b. did                                      d. have

61. .... Ramzi ever met you before?

- c. have                                      c. does
- d. has                                      d. do

62. Has Tasya .....several poems?

- c. written                                      c. writes
- d. wrote                                      d. write

63. Ranty has..... that film six times.

- c. seeing                                      c. see
- d. saw                                      d. seen

64. ....he just left?

- g. are                                      c. Has
- h. does                                      d. have

65. She has studied Spanish since .....





- c. Two years                      c. several weeks  
d. 2003                              d. three months
66. She has known you for.....  
a. 1999                              c. you were child  
b. many years                      d. she was young
67. Has George lived in here .....2015?  
c. for                                  c. on  
d. in                                      d. Since
68. Has your sister danced since.....?  
c. you were small    c. many times  
d. Two months                      d. several years
69. My brother has studied in New York for .....  
c. I was a teenager    c. I was six  
d. 2004                                  d. Six months
70. She has lost so much flexibility..... she injured her hand.  
c. for                                      c. so  
d. and                                      d. since
71. Our teacher has taught us for .....  
c. 2007                                      c. last year  
d. A long time                      d. I was eighteen
72. Have you had your new car ..... a month?  
c. since                                      c. at  
d. For                                      d. on
73. I haven't met you ..... I was five.  
c. and                                      c. since  
d. But                                      d. for
74. We haven't lived in Tokyo for .....  
c. Two years                              c. She was ten  
d. Last month                              d. 2015
75. Has your father worked in that office ..... seven years?  
c. on                                      c. for  
d. since                                      d. at
76. We have won lots of matches since .....  
c. five years                              c. several months  
d. many times                              d. you joined the team
77. Has Farel studied English ..... he was six?  
c. but                                      c. since  
d. and                                      d. for
78. I haven't practiced the piano .....three months.  
c. for                                      c. at  
d. on                                      d. since
79. Has David Beckham played soccer for .....?  
c. 20 years                              c. he was teenager



- d. He was seven    d. He was child
80. I haven't visited my grandfather since .....
- c. Three times                      c. September
- d. Many times                      d. two weeks

.....Good Luck.....



**Test item of Post-Test**

Subject : English

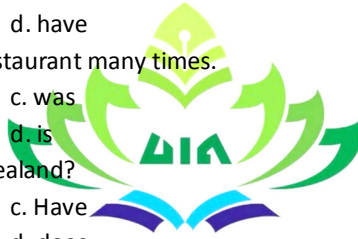
Class/semester : X/1

Time allocation : 45 minutes

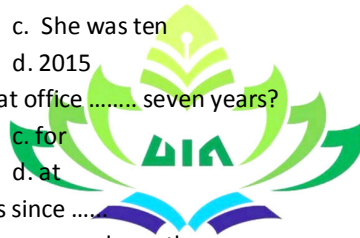
**Choose the correct answer by crossing a, b, c, or d!**



81. Have you ever .....a plane?  
 e. missing                      c. missed  
 f. miss                              d. misses
82. My father .....lost his documents.  
 e. Wasn't                      c. Don't  
 f. has not                      d. have not
83. .... they ever acted on stage?  
 e. Has                              c. have  
 f. Do                              d. does
84. Have you ever ..... a final test?  
 e. failed                              c. fails  
 f. fail                              d. failing
85. .... she borrowed your clothes?  
 e. Has                              c. does  
 f. Did                              d. have
86. Shania..... Eaten at that restaurant many times.  
 e. Have                              c. was  
 f. Has                              d. is
87. ....they ever visited New Zealand?  
 i. are                              c. Have  
 j. has                              d. does
88. my friend and I ..... played tennis three times this week.  
 a. were                              c. has  
 b. did                              d. have
89. .... Ramzi ever met you before?  
 e. have                              c. does  
 f. has                              d. do
90. Ranty has..... that film six times.  
 e. seeing                              c. see  
 f. saw                              d. seen
91. ....he just left?  
 k. are                              c. Has  
 l. does                              d. have
92. She has known you for.....  
 a. 1999                              c. you were child  
 b. many years                      d. she was young
93. Has George lived in here .....2015?  
 e. for                              c. on  
 f. in                              d. Since
94. Has your sister danced since.....?  
 e. you were small    c. many times  
 f. Two months                      d. several years
95. My brother has studied in New York for .....  
 e. I was a teenager    c. I was six



- f. 2004 d. Six months
96. She has lost so much flexibility..... she injured her hand.  
e. for c. so  
f. and d. since
97. Our teacher has taught us for .....  
e. 2007 c. last year  
f. A long time d. I was eighteen
98. Have you had your new car ..... a month?  
e. since c. at  
f. For d. on
99. I haven't met you ..... I was five.  
e. and c. since  
f. But d. for
100. We haven't lived in Tokyo for .....  
e. Two years c. She was ten  
f. Last month d. 2015
101. Has your father worked in that office ..... seven years?  
e. on c. for  
f. since d. at
102. We have won lots of matches since .....  
e. five years c. several months  
f. many times d. you joined the team
103. Has Farel studied English ..... he was six?  
e. but c. since  
f. and d. for
104. I haven't practiced the piano .....three months.  
e. for c. at  
f. on d. since
105. Has David Beckham played soccer for .....?  
e. 20 years c. he was teenager  
f. He was seven d. He was child



.....Good Luck.....